

**IMPROVING THE QUALITY OF THE ENGLISH TEACHING
AND LEARNING PROCESS THROUGH FUN LEARNING
ACTIVITIES AT 4th GRADE OF SDN NGRINGIN IN THE
ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education



By:
Isti Hardiyanti
08202241058

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2014

**IMPROVING THE QUALITY OF THE ENGLISH TEACHING
AND LEARNING PROCESS THROUGH FUN LEARNING
ACTIVITIES AT 4th GRADE OF SDN NGRINGIN IN THE
ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education



By:

Isti Hardiyanti

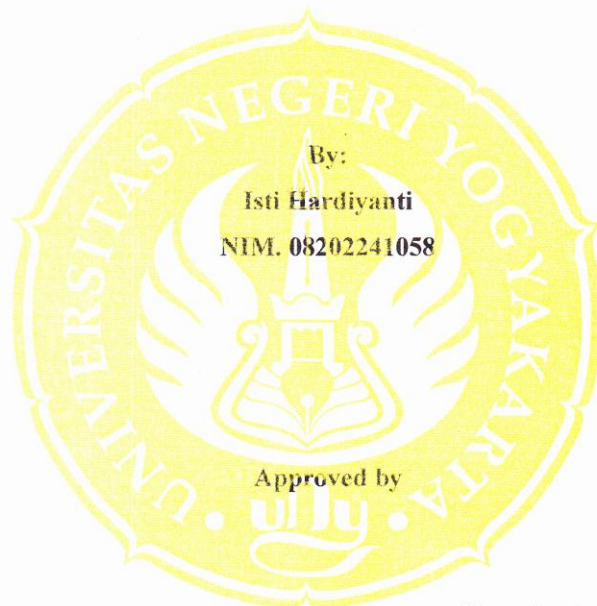
08202241058

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014**

APPROVAL SHEET

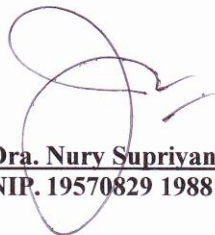
**IMPROVING THE QUALITY OF THE ENGLISH TEACHING
AND LEARNING PROCESS THROUGH FUN LEARNING
ACTIVITIES AT 4th GRADE OF SDN NGRINGIN IN THE
ACADEMIC YEAR OF 2013/2014**

A THESIS




Yogyakarta, July 2nd, 2014

First supervisor,


Dra. Nury Supriyanti, M.A.
NIP. 19570829 198812 2 001

Second Supervisor,


Lusi Nurhayati, S.Pd, M. Appl. Ling
NIP. 19790205 200312 2 001

RATIFICATION

IMPROVING THE QUALITY OF THE ENGLISH TEACHING AND LEARNING PROCESS THROUGH FUN LEARNING ACTIVITIES AT 4th GRADE OF SDN NGRINGIN IN THE ACADEMIC YEAR OF 2013/2014

A Thesis


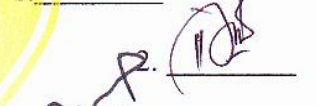
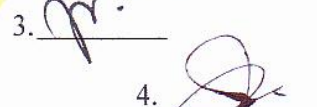

By:

Isti Hardiyanti
08202241058

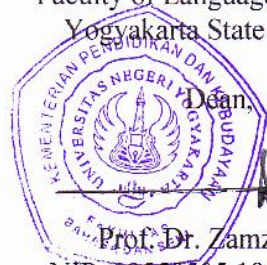
Accepted by the Board of Thesis Examiners
Faculty of Languages and Arts, Yogyakarta State University
on 10th July 2014 and declared to have fulfilled the Requirements for the
Attainment of the Sarjana Pendidikan Degree in English Language Education

Board of Examiners

Chairperson : Drs. Suharso, M.Pd.
Secretary : Lusi Nurhayati, S.Pd., M.App.Ling.
First Examiner : Dra. Jamilah, M.Pd
Second Examiner : Dra. Nury Supriyanti, M.A.

1. 
2. 
3. 
4. 

Yogyakarta, July 2014
Faculty of Languages and Arts
Yogyakarta State University



Prof. Dr. Zamzani, M. Pd
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan di bawah ini, saya:

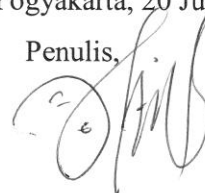
Nama : Isti Hardiyanti
NIM : 08202241058
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *Improving the Quality of the English Teaching and Learning Process through Fun Learning Activities at 4th Grade of SDN Ngringin in the Academic Year of 2013/2014*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 20 Juni 2014

Penulis,



Isti Hardiyanti

DEDICATIONS

This thesis is lovingly dedicated to my dearly beloved *Bue, Pae, Mbak Eni* and *Mbak Atik*. Thanks for love, trust, and prayers you have always given to me.

MOTTOS

Verily, Allah will not change the (good) condition of people as long as they do not change the state (of goodness) themselves.

Ar Ra'd (13:11)

"And say: My Lord, increase me in knowledge."

Tha-Ha (20:114)

So which of the favors of your Lord would you deny?

Ar Rahman (55:55)

Only have one life so make the best of it.

(The writer)

ACKNOWLEDGEMENTS

All praises be to Allah the Almighty, the Most Merciful and Beneficent. Without Whose Blessings and Miracles I would never have finished the thesis.

My sincerest appreciation and gratitude go to my first supervisor, Nury Supriyanti, M.A for the patience, guidance, motivation and immense knowledge in the accomplishment of this thesis. Special appreciation also goes to my second supervisor, Lusi Nurhayati, M.App.Ling for the guidance, motivation and immense knowledge given to me.

Besides my supervisors, I would like to express my appreciation and gratitude to the headmaster of SDN Ngringin, Sri Hartini, S.Pd, the teachers of SDN Ngringin especially Erna Sulistyianingsih, S.Pd, as the English teacher and the students of the fourth grade in the academic year of 2013/2014 for their participation in the research. I also would like to thank all staff members either in the department or in the faculty who have helped me to manage all formal needs during this thesis arrangement.

I would like to express gratitude to my beloved parents, for the endless love, advice, prayers, and supports. My sincere thanks also go to my elder sisters for their love, kindness, and support to encourage me to be a better person.

Great thanks are addressed to all my friends in PBI 08 especially class C for the friendship and support. Being my friend is my wonderful moment. Besides, I thank my friends for their supports and prayers: *Mbak* Ul, Sato, Riska, Nisa, Ika, Lani, Zuyyi, Lulu, Aisy, Ela, *Mbak* Ut, *Mbak* Di, Iva, Dek Dini, Ayu, Fida, Riza, Yayas, *Mbak* Zik, Wiwit, Mira, *Mbak* Put, *Mbak* Etik; members of Khadijah, MNJ, Alhuda, and BEM KM UNY '12.

Finally, I hope that this thesis will be useful for the readers although I know this is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
RATIFICATION	iii
PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	viii
LIST OF APPENDICES	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABSTRACT	xiv
 CHAPTER I INTRODUCTION	 1
A. Background to the Study	1
B. Identification of the Problems	3
C. Limitation of the Problems	5
D. Formulation of the Problem	5
E. Objectives of the Study	5
F. Significance of the Study	6
 CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	 7
A. Theoretical Description	7
1. The Quality of English Teaching and Learning	7
a. The Teaching and Learning Process.....	7
b. Setting up the Learning Experience.....	10
c. Classroom Management in the Teaching Learning Process	14

2. Teaching English as a Foreign Language in the Elementary School.....	17
a. Aims of Teaching English in the Elementary School.....	17
b. Characteristics of the Elementary School Students.....	19
b. The Principles of English Teaching for Children.....	21
3. Fun Learning	24
a. The Nature of Fun Learning	24
b. Components of Fun Learning.....	25
c. Resources in Fun Learning.....	27
4. Implementing Fun Learning in English Teaching and Learning.....	34
B. Related Studies.....	36
C. Conceptual Framework.....	38
CHAPTER III RESEARCH METHOD	39
A. Type of the Research	39
B. Research Setting	40
C. Research Members.....	41
D. Procedure of Research.....	41
E. Data Collection Techniques	43
F. Techniques of Data Analysis	44
G. Validity and Reliability of the Data.....	45
1. Validity.....	45
2. Reliability.....	47
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	48
A. Reconnaissance	48
1. Identification of the Field Problems	48
2. Weighing the Field Problems	55
3. Determining Actions to Solve the Feasible Field Problems	56
B. Implementation of the Actions	58
1. Reports on Cycle 1	58

a. Planning	59
b. Actions and Observations	61
1) The First Meeting.....	61
2) The Second Meeting	65
3) The Third Meeting	69
c. Reflection	73
2. Reports on Cycle 2.....	80
a. Planning	80
b. Actions and Observations	83
1) The First Meeting.....	83
2) The Second Meeting	88
3) The Third Meeting	92
c. Reflection	96
3. General Findings	102
C. Research Discussion	104
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS.	107
A. Conclusions	107
B. Implications	109
C. Suggestions	111
REFERENCES	113
APPENDICES	115

LIST OF APPENDICES

Appendix A: Course Grid	115
Appendix B: Lesson Plans	126
Appendix C: Instruments	164
Appendix D: Field Notes	175
Appendix E: Interview Transcript	191
Appendix F: Observation Sheet.....	234
Appendix G: Photograph.....	264
Appendix H: Presence List.....	268
Appendix I: Letters	269

LIST OF TABLES

Table 1. The Data Collection Techniques and Instruments.....	43
Table 2: The Indicators of the Quality of Teaching and Learning Process.....	52
Table 3: The Problems Affecting the Teaching and Learning of English in Grade IV of SD N Ngringin.....	53
Table 4: The Problems Affecting the Teaching and Learning Process at Grade IV of SD N Ngringin that Need to be Solved Soon.....	55
Table 5: The Solvable Field Problems and the Solution.....	60
Table 6: The Conclusion of Actions Done in Cycle 1 and the Recommendation for Cycle 2.....	78
Table 7: The Solvable Field Problems and the Solutions.....	82
Table 8: The Changes that Existed after the Implementation.....	102

LIST OF FIGURES

Figure 1: Cyclical AR model based on Kemmis and McTaggart (in Burns, 2010).....	40
Figure 2: The students pay attention to the pictures in the flashcards media..	63
Figure 3: The students still play enthusiastically although the time is over....	68
Figure 4: The students follow the teacher in reading the signs.....	70
Figure 5: The students listen to the procedure of fun learning activity.....	71
Figure 6: The students play the Crossword game actively.....	73
Figure 7: The students do the Simon Says activity enthusiastically.....	86
Figure 8: The students do the Board Game Activity.	91
Figure 9: Students actively join the Birthday Ransom game.....	94

IMPROVING THE QUALITY OF THE ENGLISH TEACHING AND LEARNING PROCESS THROUGH FUN LEARNING ACTIVITIES AT 4th GRADE OF SDN NGRINGIN IN THE ACADEMIC YEAR OF 2013/2014

By Isti Hardiyanti
08202241058

ABSTRACT

The research was aimed at improving the quality of teaching and learning process by using fun learning activities in SD N Ngringin. The research dealt with students' low motivation, students' low involvement, students' disruptive behaviors, the lack of media used and uninteresting learning activities. The solution for these problems was applying fun learning activities and other actions that supported the activities. Fun learning is a learning strategy which provides such enjoyment and pleasure which bring students change to be better in the classroom.

The study was action research. The phases of research were planning, action, observation, and reflection. The research involved the English teacher, the collaborator, the fourth grade students of SD N Ngringin and the researcher. The subjects of the research were 33 students in the fourth grade at SD N Ngringin in the academic year of 2013/2014. The data of this study were qualitative in nature. The qualitative data were obtained by observing the teaching and learning process during the implementation and interviewing the students, the English teacher, and the collaborator. The instruments for collecting the data were observation sheets and interview guidelines. Hence, the data were in the form of field notes, interview transcripts, and photographs. The data were analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The research used time triangulation and investigator triangulation to check the trustworthiness.

The results showed that the use of fun learning activities was effective to improve the quality of English teaching and learning process. The improvement was on all aspects based on the research target. The students had motivation in English classroom. They were not bored in doing every activity. In addition, they got involved in the learning activities. The students' behavior also improved since the disruptive behavior could be dealt well. The media used were varied and interesting for students which helped them to convey meaning of language context. The learning activities improved by using fun learning activities. In summary, the quality of English teaching and learning process improved through fun learning activities.

CHAPTER I INTRODUCTION

A. Background of the Problem

English has been introduced as the first foreign language in the elementary school. On the year of 2012, the focus of teaching English in elementary schools is to introduce the students to English from very beginning. The government stated that, ideally, the aims of the teaching and learning in the elementary school are more directed to: initiate enjoyment toward English lesson and initiate students' confidence to use English in written and oral form (*Depdiknas*, 2008: 21). Through enjoyment, the students can be motivated in English teaching and learning process.

For reaching the aims of teaching and learning process in the ideal condition, the materials of English instruction must be relevant to students' daily life. Besides, the methodology used in the English teaching and learning in elementary school should create fun and comfortable condition that can encourage students to use English naturally. In addition, the appropriate media are also necessary as one of the requirements to create the quality of teaching and learning. The English instructional media can be in the forms of authentic media found in the environment, pictures, and games.

In fact, the English teaching and learning process in the elementary schools face some problems. The problems also occurred in SDN Ngringin, especially in grade four. The students of grade four tend to be unmotivated in the learning process. From the observation conducted on July 23, 2013, it was found

that they were not interested in joining the lesson and they likely chose other activities than learning. It seems that the problem is related to the teaching material which is text-book oriented. The students are given material by using a black-white printed worksheet or written explanation made by the teacher. The approach had made English become, merely, cognitive oriented activities. Moreover, there was lack of instructional media that could support the teacher in delivering the materials to the students.

To solve the problems above, there should be a suitable strategy to improve the quality of teaching and learning in grade four of SDN Ngringin based on the standards of national curriculum. One of the strategies that can be used is fun learning. Fun learning is a learning strategy which provides such enjoyment and pleasure which bring students change to be better in the classroom. Fun learning involves games which are believed to be appropriate for students of elementary school based on national curriculum.

Kline in Hernowo (2005: 20) emphasizes that children will double the speed of learning when they are guided to find fun learning principles. Therefore, the more fun and interesting the activities, the better the quality of the teaching and learning process are. The explanation above is in line with Meier (2000: 14) who stated that “fun” is the main consideration in the quality of teaching and learning process. Therefore, making use of fun learning in teaching and learning activities can bring the good quality of teaching and learning process.

B. Identification of the Problems

In reference to the preliminary observations and interviews conducted at grade four of SDN Ngringin, there were several problems of the English teaching and learning process that could be identified. They are described below.

The first problem was the classroom management. The classroom management was ineffectively applied. Based on the observation, the students tend to do disruptive behavior. To deal with the problem, the teacher addressed them for many times but they still made noise. This led to the bad-manage time of teaching and learning process.

The second problem had to do with the learning activities. The English lesson in the fourth grade lacked of variation of learning activities. Based on the observation the activities mostly focused on written text, such as written explanation in the whiteboard, books or Student Worksheets or *Lembar Kerja Siswa (LKS)*. Other teaching activities were giving oral explanation and writing down some points on the blackboard. Then, it was followed by giving drills of the vocabularies and giving assignment in written form to review the lesson.

The students were rarely given challenging games. The situation of teaching and learning process looked monotonous, so it makes the students feel uncomfortable. The monotonous situation could lead the lack of interaction in the teaching and learning process. In fact, the interaction among the students in the English teaching and learning was limited. The students rarely communicated with each other to finish the assignments given especially in English.

The third problem was the media. This was related to the lack of media which could improve the teaching learning process quality. The media such as pictures, realia, and cards were rarely used in the teaching and learning process. Students were often given the written form of material in the whiteboard and in the English book.

The fourth problem was related to students' involvement in English teaching and learning process. Some of them did not finish the assignment well. They tended to do activities outside the learning process. Based on the interview with the teacher, they got difficulty to work in pair or groups because some of them did not do their job well and did not participate actively.

The fifth problem was related to the students' motivation in the lesson. It was reflected on the students' behavior in the classroom. They did not pay attention to the teacher well. Some of them did not finish the assignment. Supported by interviews, the facts indicated that they did not enjoy in joining learning English.

Based on the interviews with the teacher and students, the next problem was related to the terms of product. Their speaking and reading skill were low. The students said that they had weaknesses in speaking and reading skill, especially the pronunciation. The observation also showed that they were not confidence in speaking.

The last problem has to do with the students' behavior. They were noisy when the teacher was explaining the materials. They tended to talk with each

other than joining the lesson. They also often ignored the teacher's explanation, and they tended to disrupt the class.

Obviously, the problems mentioned above can be obstacles in achieving the English teaching and learning quality. Therefore, it is necessary to find the solution of the problems.

C. Limitation of the Problems

The fourth grade of SDN Ngringin in the academic year of 2013/2014 had some problems in the teaching and learning process. It was impossible for the researcher to overcome the entire problems in the teaching and learning process of English. The research limited the scope of the study to problems related to students' involvement, students' motivation, students' behavior, the media, and the learning activities. The Fun Learning would be applied to overcome the problems.

The study also was conducted in the first semester of the academic year of 2013/2014. The target class was the 4th grade at SDN Ngringin.

D. Formulation of the Problem

How can the quality of teaching and learning process at the fourth grade of SDN Ngringin Yogyakarta be improved through fun learning activities?

E. Objective of the Study

The research is aimed at improving the quality of teaching and learning process by using fun learning activities in the grade four at SD N Ngringin.

F. Significance of the Problem

1. Scientific Significance

- a. For the English teacher, the finding of the study can give more insight for them to find out new ideas in teaching English.
- b. For other researchers, the finding can be one of the references for them to conduct research on the same subject.
- c. For the English Department of UNY, it could be used as a reference of action research particularly in improving the teaching and learning quality.

2. Practical Significance

- a. For the English teacher, it is an opportunity to improve the quality of teaching and learning process by using the same techniques.
- b. For the teachers in elementary school, the study is a reference to conduct the same techniques in fun learning to improve the teaching and learning quality.
- c. For the headmaster, the research can give information to make some policies related to the teaching and learning in the elementary school based on the standard in the national curriculum.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. The Quality of English Teaching and Learning

a. The Teaching and Learning Process

Teaching is not only about how teachers present information to the learners. Teaching, according to Tomlinson (1998: 3) is used to refer to anything done by material developers or teachers to facilitate the learning of the language. The definition of teaching from Tomlinson's perspective includes some aspects.

This could include a teacher standing at the front of the classroom explaining the conventions of direct speech in English, it could include a textbook providing samples of language use and guiding learners to make discoveries from them, it could include a textbook inviting learners to reflect on the way they have just read a passage or it could include the teacher providing the language a learner needs whilst participating in a challenging task.

The definition of teaching cannot be separated from learning. Based on Tomlinson (1998: 4) learning is normally considered to be conscious process which consists of the committing to memory information relevant to what is being learned. Kimble in Olson (2009: 1) defines learning as a relatively permanent change in behavioural potentialities that occurs as a result of reinforced practice. From the definition, Kimble explains that the results of learning must always be translated into observable behaviour in which the behaviour is permanent. The change in behaviour needs not occur immediately following the learning experience. The change in behaviour results from experience or practice that is reinforced.

In fact, the quality of teaching and learning process is the source of debate in many countries throughout the world. Some studies have many types of focus they have used to describe teaching qualities. Kyriacou (2009: 78) puts an example that is the study of analysis of teaching qualities by Organisation for Economic Co-operation and Development. It focused on five key dimensions:

- 1) Knowledge of substantive curriculum content.
- 2) Pedagogic skills involved in the ability to use a repertoire of teaching strategies.
- 3) Reflection on one's own teaching and the ability to be self-critical.
- 4) Empathy in acknowledging the dignity of others.
- 5) Managerial competence within and outside the classroom.

A study conducted by Haydn in Kyriacou (2009: 78) looked at the secondary school pupil's view about 'pedagogical qualities' of teachers that has a positive influence on their attitude on learning. The qualities are: knows their subject really well, explains things well, makes it interesting, and is good at stopping other pupils from spoiling the lesson. Kyriacou (2009: 79) also finds the information that concerned about teaching qualities based on the study by Stones and Morris. One of the standards is 'performance' which group six qualities:

- 1) Beginning the lesson
- 2) Clarity of presentation
- 3) Pacing the lesson
- 4) Pupil participation and attention
- 5) Ending the lesson
- 6) Teacher-pupil rapport

The set of qualities of teaching and learning process are proposed by Kidwell (2013). She identified Characteristics of Highly Effective Teaching and Learning (CHETL) which has five fields namely Learning Climate, Classroom Assessment And Reflection, Instructional Rigor And Student Engagement,

Instructional Relevance, and Knowledge Of Content. One of the fields is 'Learning Climate'. Learning climate refers to a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted. The detailed keys are:

Teacher Characteristics:

- a. Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups.
- b. Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect.
- c. Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors.
- d. Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections.
- e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool.

Student Characteristics:

- a. Student accepts responsibility for his/her own learning.
- b. Student actively participates and is authentically engaged.
- c. Student collaborates/teams with other students.
- d. Student takes educational risks in class.

From some studies reviewed above, it can be concluded that the set of key classroom teaching qualities vary in kinds. A teacher can apply one of standards or adapt the part of standards to build the effective classroom by his / herself. The characteristics of pupils and the school situation can be taken into account to choose the standards of qualities. The more important next is how the teachers find the way to set up learning experience.

b. Setting up the Learning Experience

The learning experience is built by considering the different types of learning activities used by teachers. The learning activity is defined as the specification of what learners will actually do. Kyriacou (2009: 39) states that the basic task of effective teaching is to set up a learning experience in which pupils effectively engage in the mental activity that brings about those changes in the pupil's cognitive structure that constitute the desired learning. On the same page, he adds that the pupil's learning can be fostered in two main ways:

- 1) Teacher Exposition: listening to teacher exposition, which may include asking or being asked questions, watching a demonstration, and genuine teacher-pupil discussion.
- 2) Academic work: being instructed to undertake or engage in academic tasks activities, either on one's own or together with other pupils.

He (2009: 40) adds that teacher exposition tends to place emphasis on describing and explaining new information to pupils through direct teacher-pupil interaction, and is usually based on teaching the class as whole. Hence, the way pupils learn through teacher exposition is by listening, thinking and responding to what the teacher has to say. The main uses of teacher exposition are:

- 1) Making clear the structure and purpose of the learning experience
- 2) Informing, describing, and explaining
- 3) Using questions , dialogue and discussion to facilitate and explore pupil learning

Moreover, the teacher has many roles in the teaching and learning process. Especially for the elementary school in Asia, the role of the teacher should be adapted with the changes of the society and the children needs. Paul (2003: 139) proposes that teachers should have roles: giving personal direction, providing

help, giving extra help, asking and answering questions, and reducing dependency.

The role of the teacher is as the facilitator and coach, not an authoritative director and arbiter. The teacher should be friendly and have close relationship with all students. The teacher supports the students to be independent in learning and improve their skill as their potency and effort. In addition, students are motivated to have interpersonal relationship with other students. The teacher can play the role as an interactive teacher through implementing various techniques. One of them is through fun learning which covers some learning activities to improve individual and social skills.

The second way to foster the pupils' learning is academic work. Kyricou (2009: 46) defines academic work as the academic tasks, activities, and experiences used by teachers, usually conjunction with teacher exposition. He (2009: 47) also proposes six main categories of academic work employed by teachers to complement teacher exposition:

- 1) Structured reading and writing tasks.
- 2) Investigational work.
- 3) Individualized programmes of work.
- 4) Small group work.
- 5) Experiential learning.
- 6) Using ICT.

In the elementary school, the learning activities of English teaching and learning should take the children's characteristic into account. Considering the children's characteristic, instructional process is more proposed to make fun and comfortable condition which encourage students to use English naturally. The academic work and learning activities conducted should not only lead the English

teaching as the tool in transferring knowledge but also in giving opportunity for the students to get learning experience so that they can pick up expressions as in the real communication.

This explanation is based on some principles of teaching English effectively adapted from *Depdiknas*, 2008: 23 as follows:

- 1) Using method started with concrete things to abstract things, by using pictures, realia, or other things to help students understand the concept of language.
- 2) Considering of children characteristics, teachers use challenging games, stories, and songs to make the teaching process more interactive, interesting and meaningful.
- 3) Displaying students' project can help them remember many vocabularies so they indirectly improve vocabularies so their confidences are developed instantly.
- 4) Repeating and developing the language by using some previous topic.
- 5) Choosing topics and activities relating to students' daily life.
- 6) Giving challenging task appropriated with students' ability.
- 7) Using common and simple language so they are more confidence.
- 8) Creating fun condition through fun games and activities or interesting media and change the activities each 10-15 minutes.
- 9) The teacher keeps a balance in conducting the cognitive and psychomotor activities.
- 10) Involving integrated skills so students have rich experience.

11) Ensuring students that English is easy to use in communication, including use the things in the environment to look deeper the relationship between language and environment.

Besides the learning activities, appropriate materials should be taken into account. *Depdiknas* (2008: 18) have decided that the materials of English instructional must be relevant to students' daily life. The students will easily develop the language when they know the relevancy of language input to the daily life. Besides, the materials should be based on students' need and characteristics so the materials will be appropriate.

It is proposed to limit the scope of material so students should not be burdened to learn a lot of declarative knowledge. Those are in line with Renold and Rixon in Tomlinson (2008:44) who state:

In many English for Young Learners, material, however, language is actually presented in short chunks. It is rare to find a course in which children are helped to move from the understanding or production single chunks to the ability to produce substantial and coherent texts of their own, either in writing or in 'long turns' in speech.

From the statements above, it can be concluded that the material of English teaching should be presented in the form of short chunks. It will help the students to move from their understanding about single chunk to ability to produce the substantial text in written or spoken forms.

Furthermore, the materials should be interesting to the students. If the materials are not interesting, they will make the students feel bored in the classroom. Hutchinson and Waters (1987:10) state that the characteristic of good material is interesting texts. The second characteristic is the materials should

involve enjoyable activities which engage the learning's thinking capabilities. The next characteristic is the materials contain opportunities for learner to use their existing knowledge and skills. The last, the materials have content both the learner and the teacher can cope with.

c. Classroom Management in the Teaching Learning Process

Classroom management is related to how create a positive classroom climate. Considering to this, Brewster and Ellis (2004: 219) propose five main areas that help to create learning environment. The areas are establishing routines, finding balance, getting pupils' attention, finding an acceptable noise level, and giving praise.

Class routines are important in teaching and learning process for children especially to prevent children from the disruptive behavior. Paul (2003: 43) states routines are useful to help children settle down and concentrate, and they can give children a sense of security and belonging which is often a necessary precondition for successful learning. He also adds an example of successful routine that encourage children is the children take turns to shake hands in chain around the class and say something like, *It's nice to see you again. How are you?* . Beside the routines, applying pattern of learning is much important in English lesson, especially at the first few lessons. Here are some examples of patterns proposed by Paul (2003: 44):

- 1) Use child-centered methods from the beginning. In this way, children will never expect to receive knowledge passively from the teacher.
- 2) Use game from the beginning.
- 3) Have all four skills (listening, speaking, reading, writing) in lessons from the beginning.

- 4) Give the children homework from the beginning. If homework is normal and regular from the beginning it is much more likely that the children will do it.
- 5) Establish the rule that children only speak English in class from the first lesson.

In building enjoyable learning climate, teacher should start the relationship with the students in every lesson with positivity and security. In this case, Paul also states that teacher do activities that help them feel relaxed and safe (Paul, 2003: 118). He suggests the teacher to trust the children and smile a lot to them. The ways are beneficial to make children behave well in learning English.

Use of reward, praise, and punishments are a part of the classroom management. It is natural when the teacher gives rewards such as prizes or colorful stickers children will be encouraged to study hard or behave well. But, the use of reward also has weaknesses. Instead of using rewards, Paul (2003: 119) suggests teacher to use points as fun scoring system in lesson. The scoring system involves getting points for games and losing points for breaking rules. If the children work in teams, having points provides effective tool for encouraging the children to cooperate with each other and follow behavior rules in game-based teaching. Peer group control is most effective when children are doing activities they are fully involved in (Paul, 2003: 120). The more fun they are having, the better this kind of control will work. However, to prevent the children from becoming over competitive, the teacher does not use points with every activity. Make sure everybody gets points and never dwell on them.

It is assumed that giving praise will establish good relationship between the teacher and pupils and encourage pupils' effort. Some strategies in giving praise

are proposed by Brewster and Ellis (2004: 222). What are trying to do in giving praises is: pinpoint what teacher like by being specific, give praise with sincerity and enthusiasm in a variety ways, use praise consistently and frequently, praise groups or the whole class as well as individuals, vary to whom teacher give praise, and look for and name at least two children who are doing to avoid 'favouritism'.

However, weaknesses come from giving praise such as leading to less risk taking (Paul, 2003: 116). In coping with the weakness of using praise, teacher can use good comments to students. It is likely to give students encouragement to get more involved in what she is doing. The comments, stated by Paul (2003: 122), are directed at the work itself rather than at the child. Besides, echoing what she has just said is also an effective way expressing interest. The aim is to encourage children to feel satisfaction from a sense of accomplishment.

Punishments are a part of maintaining discipline in school especially to deal with misbehavior. However, if the learning activities have accommodated the students' need, the punishment will be unnecessary. To avoid the bad effect of punishments, teacher prefer to treat children with respect, and focus on positive solutions that encourage them to learn, not on negative solutions that exclude them from the group (Paul, 2003: 124).

Besides, the classroom management concern to how teacher succeed to deliver material through clear voice and body language. Brown (2001: 243) states that one of requirements for good teaching is good voice projection. On the same page, he adds that teacher does not have loud and booming voice, but teacher needs to be heard by all the students in the room.

2. Teaching English as a Foreign Language in the Elementary School

a. Aims of Teaching English in the Elementary School

One of the characteristics of the globalization era is people can easily contact with other cultures and languages. The obvious aspect in this era is growing trend to use English as a world language. This leads people to introduce English in language teaching and learning, even for children in many countries. Related to this, Brewster and Ellis (2004: 1) explain that the governments are keen to encourage their citizens to have English language competence for their country's economic benefit. The governments and private school have decided to introduce English at primary level, because there is strong 'folk' belief, a sort of 'act of faith', that young children can learn language better and more easily than older children.

In the Indonesia curriculum of English teaching, the aims of teaching and learning English include four literacy abilities: performative, functional, informational, and epistemic. Based on book *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar* (Depdiknas, 2008: 5), the English curriculum in elementary school only focus on performative ability. In the performative ability standard, students are able to read, write, and talk with symbols and to communicate in certain context. The context here involves a classroom, a school, and an environment. It is related to *Peraturan Mendiknas nomor 26 tahun 2006* concerning about *the Standar Kompetensi Lulusan*, English standard covers four aspects: listening, speaking, reading, and writing.

Depdiknas states that, ideally, the aims of the teaching and learning in the elementary school are more directed to: initiate enjoyment of students in English lesson; build students' confidence to use English in written and oral form; improve students' communicative skills in written and oral form through developing integrated four skills; encourage students to more understand that English is a communication tool. (*Depdiknas*, 2008: 21)

From the theory from *Depdiknas* above, the English teaching and learning process in elementary school should provide enjoyment in the classroom. The English teaching-learning process also motivate the students to get confidence in using English in written and oral form. The teaching and learning process should make students understand that English is a communicative tool.

To obtain the aims of teaching and learning process, government of Indonesia have decided the standards of English learning for elementary school. Based on *Peraturan Mendiknas no. 22 2006* about *Standar Isi Satuan Dasar dan Menengah*, the teaching and learning process of English should be referred to attain *Standar Kompetensi* (Standard of Competence) and *Kompetensi Dasar* (Basic Competency). In *Depdiknas* (2008; 6), *Standar Kompetensi* and *Kompetensi Dasar* are presented including for English Teaching at the fourth grade semester 1:

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Mendengarkan</i> 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas	1.1 Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas 1.2 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas
<i>Berbicara</i>	2.1 Bercakap-cakap untuk meminta /

<p>2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas</p>	<p>memberi jasa/ barang secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang, dan memberi barang</p> <p>2.2 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba</p> <p>2.3 Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf, memberi maaf, melarang, memuji, dan mengajak</p> <p>2.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <i>thank you, sorry, please, and excuse me</i></p>
<p>Membaca</p> <p>3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas</p>	<p>3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana</p> <p>3.2 Memahami kalimat dan pesan tertulis sangat sederhana</p>
<p>Menulis</p> <p>4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas</p>	<p>4.1 Mengeja ujaran bahasa Inggris sangat sederhana tepat berterima dengan tanda baca yang benar yang melibatkan kata, frasa, dan kalimat sangat sederhana</p> <p>4.2 Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti: ucapan selamat dan pesan tertulis</p>

c. Characteristics of the Elementary School Students

Teaching English to elementary school students is considered different from teaching the higher level. It has to do with the characteristics of young

children. Brewster and Ellis (2004: 27) state that young children are different from older learners because children:

- a. have a lot of physical energy and often need to be physically active
- b. have a wide range of emotional needs
- c. are emotionally excitable
- d. are developing conceptually and are at an early stage of their schooling
- e. are still developing literacy in their first language
- f. learn more slowly and forget things quickly
- g. tend to be self-oriented and preoccupied with their own world
- h. get bored easily
- i. are excellent mimics
- j. can concentrate for surprisingly long time if they are interested
- k. can be easily distracted but also very enthusiastic

The language teaching should be relevant to the characteristics of children from eight to ten years old. The characteristic of children are proposed by Scotts and Yteberg (1990:3) that their basic concepts are formed. It means that they are able to decide everything. They also can tell the differences between fact and fiction.

Children also ask some requests to the teacher because they have developed sense of fairness about what happens in the classroom. Then, they rely on the spoken word as well as the physical world to understanding meaning. It supports the teacher to conduct a variety of physical and cognitive activities. Moreover, they are able to work with others and learn from others. Children from the age of eight until ten years old are able to make some decisions about their own learning. They also have definite views about what they like and do not like doing (Scotts and Yteberg, 1990: 3).

c. The Principles of English Teaching for Children

Teaching EFL to school-age children is different from teaching adult. There are five categories of some practical approaches to teaching children (Brown, 2001: 87-90). The first is *Intellectual Development*. Brown states some rules in the classroom. Teachers do not explain grammar using terms like “present progressive” or “relative clause”. Next, rules stated in abstract terms should be avoided, some grammatical concepts, especially at the upper levels of childhood can be called to learners’ attention by showing them certain patterns and examples. Children need some repetition to know the pattern.

The second is *Attention Span*. One of the salient differences between adults and children is attention span. Brown (2001: 88) explains that short attention span appear to play when children have to deal with materials that is boring for them, useless or too difficult. Then, Brown gives some advices, as follows:Activities should be designed to capture their immediate interest; a lesson needs a variety of activities to keep interest and attention alive; a teacher needs to be animated, lively, and enthusiastic about subject matter; a sense of humour will go along way to keep children laughing and learning; make sure the teacher tap into children’s’ curiosity to help maintaining attention and focus.

The third category is *Sensory Input*. Children need to have all five senses stimulated. The fourth is *Affective Factors*. Basically, children are much more fragile than adults. Teacher needs to help them to overcome such potential barriers to learning. Brown (2001:) states:

“help students to laugh with each other at various mistakes that they all make, be patient and supportive to build self system, yet at the same time

be firm in teacher's expectations of students, elicit as much oral participation as possible from students."

The last is *Authentic, Meaningful language*. Children are focused on what this new language can actually be used for here and now.

There are some principles of teaching language to children in elementary school. Those are based on theory from Scott and Yterberg (1990:5-6). The first principle is that "words are not enough". It means that when the teacher teaches, she/he showed movements and involved the senses. The teacher needs to conduct games and songs that involve the movements and sense. The second is "play with language". The teacher lets the students talk to themselves, make up rhymes, sing songs, tell stories, and so on.

The third principle is "variety in classroom". Due to children's concentration is short the teacher should create variety in the classroom. It can be varieties of activity, pace, organization, and voice. The fourth principle is "routines". It is important for children to know the rules and to be familiar with the situations.

The fourth principle is "cooperation not competition". It means that the teacher should create an atmosphere of involvement and togetherness. This does not mean that they have to work in-groups all the time. The last is "assessment". To know the children's learning development, the teacher should assess the children ability in the classroom.

Related to the characteristics of children, Brewster and Ellis (2004: 40) also explain about certain principles that make teacher aware of teaching English to children:

- a. Children are excellent observer and have natural ability to grasp meaning in their L1 from a variety of sources: body language, intonation, gesture, facial expression, and the social context as well as language itself. The teacher can help learners draw on skill in the L2 by ensuring language use is contextualized and has visual support wherever possible.
- b. Children learning their L1 often repeat words and phrases to themselves in order to become completely comfortable with their sounds and meaning. Once a child feels he has learned the word, repetition stops. Incorporating repetition, especially with variety, is important but teachers must be guided by the children's reaction to know when enough is enough.
- c. In acquiring their L1 children have spent years honing their puzzling out, hypothesis-testing skills. Brewster and Ellis (2004) add that the teacher simply needs to ensure that there is enough contextualized, motivating language 'data' for them to work with.
- d. Children are skilled at guessing and predicting and teachers can usefully draw on the skills and the other thought processed outlined as part of 'learning to learn'.
- e. Children like to talk, even if they do not know much language, often with only two or three words plus key intonation patterns. As Brewster and Ellis advised, the teacher should try to provide opportunities for meaningful communication activities wherever it is possible.
- f. Teacher needs to create a balance in their classrooms between providing support and providing a challenge.

- g. When learning their L1 children seem to be good risk takers and experimenters, their willingness to 'have a go' should be encouraged and should not be dampened too much by constant correction or an overly strict atmosphere.

3. Fun Learning

a. The Nature of Fun Learning

Fun is enjoyment and pleasure. Basically, fun is an important thing in the teaching and learning process in the elementary school. The language teaching and learning should be full of fun and enjoyable. This is not to assume to be easy, but excluding the fun, the teaching and learning is more difficult to be succeeded. In another explanation from Meier (2000: 14), fun learning is the main determination in learning quality and quantity which can be long life term.

Meier (2000: 14) explains more about fun learning that the fun or making the learning fun is an essential ingredient of accelerated learning has nothing to do with mindless bliss or shallow, hats-and-horns hoopla, but is a deep and quiet peace and a sense of connectedness, wholeness, and involvement. The 'fun' in this context means the arising of interest, the full involvement, the meaningfulness, the material comprehension, and the enjoyment value. Accelerated learning practitioners are always searching for ways to make learning joyful again, in the deepest meaning of that word, because they know that a sense of joy is at the heart of all exceptional learning.

The fun learning is related to how to arise students' interest, the full involvement, the meaningfulness, the material comprehension, and the enjoyment value. In other words, some requirements of the fun learning include the interest,

the full involvement, the meaningfulness, the material comprehension, and the enjoyment value.

From some explanations above, it can be concluded that fun learning is a learning strategy which provides such enjoyment and pleasure which bring students change to be better in the classroom.

b. Components of Fun Learning

There are five components as the indicators of fun learning: interest, involvement, meaningfulness, material comprehension, and enjoyable value (Meier, 2000: 36)

1) The Interest

Hernowo (2005: 5) states the interest is referred to the enthusiasm, or high desirability. When fun condition is connected to the interest, it is obvious that students become fun because there is a desirability to learn a certain subject matter. In opponent, a student does not have a desirability to learn knowledge, so it can be concluded that fun condition in learning setting is not available.

2) The Involvement

Involvement exists in students when the students join actively in lesson. Students will try to concentrate focusing on what he/she should learn.

3) The Meaningfulness

Meaningfulness can be diagnosed when impressive thing arises. An impressive thing can bring meaningfulness. Hernowo (2005: 15) explains that when teaching and learning is flat, monotonous, and far from fun, it is difficult to initiate meaningfulness. Related to meaningful learning, Brown (2001: 57) in his

explanation about cognitive principles of teaching states meaningful learning will lead toward better long-term retention than rote learning. He details some classroom implications of the principles of meaningful learning:

1. Capitalize on the power of meaningful learning by appealing to students' interest, academic goals, and career goals
2. Whenever a new topic or concept is introduced, attempt to anchor it in students' existing knowledge and background so that it becomes associated with something they already know
3. Avoid the pitfalls of rote learning: too much grammar explanation, too much abstract principles and theories, too much drilling and/or memorization, activities whose purposes are not clear, activities that do not contribute to accomplishing the goals of the lesson, unit, or course, using technique that is so mechanic or tricky that students focus on the mechanics instead of on the language or meaning.

4) The Material Comprehension

Those components lead to the material comprehension. When students have interest, involvement, and meaningfulness, it will strengthen the tendency of material comprehension.

5) The Enjoyable value

Enjoyment is related to pleasure or happy event. Related to learning activity, Hernowo (2005: 15) states that enjoyment is a term of condition which is far from pressure, anxiety, or threat.

Kline in Hernowo (2005: 17) states that children will double the speed in learning when they get fun learning. He launches that a school is a place where funniest activities are available, even in every city.

Considering the importance of fun learning, De Porter and Hernacki (1999: 21) deliver a fun as a way to build positive emotion. Everyone who builds the positive emotion will appear a fun condition.

Fun learning also become important in teaching English for children. Based on *Depdiknas* (2008: 23), one of the methodology in teaching of English for children is creating fun condition through fun games and activities or interesting media and change the activities each 10-15 minutes. The fun learning proposed by *Depdiknas* should be considered of children characteristics. In line with children characteristic, *Depdiknas* suggest the teachers to use fun learning activities including challenging games, stories, and songs to make the teaching process more interactive, interesting and meaningful.

c. Resources in Fun Learning

From the previous theory, fun learning strategy has five components namely the interest, the involvement, the meaningfulness, the material comprehension, and the enjoyable value. Those components belong to some activities proposed by *Depdiknas*, such as songs, games.

Children in the worlds naturally love songs. That is a nature of human being. However, in the teaching and learning process those are beneficial, especially for elementary school students. One of benefits of song is giving motivation and fun to the students. The other benefits of songs, chants, and rhymes for language learning are proposed by Brewster and Ellis (2004:162-163) as follows:

- a) A linguistic resources
 1. They allow new language to be introduced and structures and vocabulary to be reinforced and recycled
 2. The present unfamiliar language in new and exciting forms and in a rich and imaginative context
 3. They provide for lots natural and enjoyable repetition
 4. They can be used to develop all skills in an integrated way
- b) A psychological/ affective resource

1. They are motivating and fun and help develop positive attitudes towards and the target language
 2. They are non-threatening and the more inhibited child will feel secure when singing and chanting as a class or in groups
 3. They can encourage a feeling of achievement and build children's confidence by allowing children to learn chunks of language which they can 'show off' or teach to friends or to members of the family
- c) A cognitive resources
1. They help to develop concentration, memory and coordination
 2. They sensitize children to rhyming clues as aids to meaning
 3. Repetition enables children to predict what comes next and to consolidate language items
 4. Accompanying actions or gestures to help to reinforce meaning
 5. The variety they provide changes the pace and atmosphere of a lesson and caters for different styles
 6. They can be compiled into song/rhyme books to help children develop good study habits
- d) A cultural resource
1. They are form authentic sources and can contribute to the cultural component of a language programme. Children can be encouraged to compare with those on their own language
- e) A social resource
1. Singing and chanting together is a shared social experience and helps to develop a class and group identity
 2. They can be used as the basis for performance or show

Songs have elements of fun learning as explained below:

a. The Interest.

From the statement from Brewster and Ellis (2004:162-163) related to a linguistic resources, the songs provide students with unfamiliar language in new and exciting forms and in a rich and imaginative context. The exciting forms and imaginative context can lead to the students' interest.

b. The Involvement.

Brewster and Ellis (2004: 163) also explain the benefits of songs as a social resource. They state that singing and chanting together is a shared social experience and helps to develop a class and group identity. It leads to the

involvement of students, moreover, students can perform by using songs. The students can involve with movements or little drama.

c. The Meaningfulness.

The meaningfulness can be arose from the repetition of songs. Brewster and Ellis (2004: 162) songs also provide for lots natural and enjoyable repetition. Children feel song have meaningfulness since they learn to sing a song and take home with them. In line with this, Paul (2005: 58) states that children keep them in their heads, sing them after class, hum them on the way home, and sing them at home. The songs add a new dimension to children and become a meaningful part of their life.

d. The Material Comprehension

Songs are one of fun learning in English teaching and learning. Paul (2005: 58) states that songs make it easier for children to remember words and patterns and natural chunks of language. Songs help children remember things easily and draw children more deeply into a lesson.

e. The Enjoyable value

Songs can build good climate for teaching and learning. Therefore, the children will get enjoyable value in the lesson by singing and chanting. They are motivating and fun and help develop positive attitudes towards and the target language (Brewster and Ellis, 2008:162).

Songs, rhymes, and chants can be used in variety ways and stages depend on the some consideration. However, to conduct those, teacher has to take into

account based same framework proposed by Brewster and Ellis (2004:168) as follows:

- 1) See the context.
- 2) Pre-teach any necessary vocabulary using visual aids, actions, realia, puppets, focus questions, etc.
- 3) Play cassette or sing or chant to allow children to listen, show understanding, familiarize themselves with the rhythm, tune, etc.
- 4) Do further listening.
- 5) Work on pronunciation awareness, for example, identifying intonation patterns, stressed words and syllables, etc.
- 6) Invite children to listen, repeat and practise by joining in and learning to sing or chant. Encourage children to use actions, mime, drama, etc. Practise several times.
- 7) Give a written record of text.
- 8) Encourage children to compare with similar type in their own language.
- 9) Present or perform as a whole class, in groups, in rounds, in pairs.

Games are the most effective and interesting activities to teach language to children. They are not only motivating and fun but also provide excellent practise for improving pronunciation, vocabulary, grammar and four language skills (Brewster and Ellis: 2004). Martin in Ellis and Brewster (2003: 172) says that games are fun activities which give children the opportunity to practice the foreign language in relaxed and enjoyable way. Hadfield (1984:4) is also in line with Martin, games are an activity with rules, a goal, and an element of fun. That is in line with Cross in Doğan (2012) states that games, which are effective teaching tools and have many positive aspects, including the creation of opportunities for students to communicate in a relaxed, friendly, and cooperative environment, reduce tension by adding fun and humour to lessons, and they add an element of competitiveness that motivates students to participate.

Games are included in the fun learning activities since games have five elements of fun learning.

1) The Interest

Games will arise students' interest because those give students enjoyment and pleasure. That is line with Smaldino, et al (2005:16), gaming provides a playful environment in which learners following prescribed rules as they strive to attain a challenging goal.

2) The Involvement

The games can get involvement from one learner or group of learners. Students enjoy actively participating in games because most games provide social interactivity.

3) The Meaningfulness

Meaningfulness will arise when the impressive thing come. The games provide impressive thing, like challenge. This is based on theory from Smaldino, et al (2005:29) a game is an activity in which participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal.

4) The Material Comprehension

Based on theory from Smaldino, et al (2005:16), games require learners to use problem-solving skills or to demonstrate the comprehension of specific content demanding a high degree of accuracy and efficiency. They add that games provide the opportunity to practice content, such as math facts, vocabulary, and problem-solving skills. Besides, games can be found to give

practice on all the skills (reading, writing, listening, and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticising, agreeing, explaining).

Brewster and Ellis (2004: 173) also state that the benefits of games for language learning from the material comprehension view.

- 1) They encourage the memorization of chunks of language which can be slotted into various contexts e.g. Can I have a...?
- 2) Chunking of language [provides useful pronunciation practice (as long as a good model has been provided).
- 3) The language needed for games may be used as part of an activity where the focus is on getting something done, rather than practising language for its own sake.
- 4) Language may be practised together with a wider educational or conceptual goal.
- 5) The language in game may encourage more creative use of language in addition to simple repetition.
- 6) The pupils may be involved in informal language analysis and noticing of language items or rules through problems-solving and puzzles.
- 7) Games help make learning more memorable and accessible by using as many approaches as possible, such as mime and movement, use colour and patterns, personalization.

5) The Enjoyable value.

Games provide attractive frameworks for learning activities. They are attractive because they are fun. Smaldino, et al (2005: 50) state that one of benefits of game is the atmosphere. They explain that the pleasant, relaxed atmosphere fostered by games can be especially helpful for those who avoid other types of structures learning activities.

The games in language learning are various. Lewis (2008: 16) divides games into some types. The further explanation are as follow.

1) Movement games

Those games involve the physically action of children. Movement games generally get children excited and get energy out from children. Therefore, it need to be monitored.

2) Card games

Lewis (2008:17) states that the cards can have a meaning or value in a game, or simply serve as symbols for object or actions. Teacher can use cards for vary the activity in the classroom. In card game, children can make, collect, give away, sort, and count cards.

3) Board games

Board games involve moving markers along a path and get the children more creative.

4) Dice games

In these games, children involve the activity which used a dice as the media. Lewis (2008: 17) states that the dice need not only have numbers of face, they can have numbers, colours, letters of alphabet, so on.

5) Drawing games

Drawing games requires creativity and sensitivity however children should understand the instructions given by the teacher. These games are particularluy helpful to children who reluctant to talk especially in English.

Drawing activity can be one of ways to respond to the teacher.

6) Guessing games

In guessing games, the aim is to guess the answer to a question of some kind (Lewis, 2008: 17)

7) Role-play games

Lewis (2008:17) states that role play stimulates a child's imagination. However, teacher should consider about the language input which should be matched with language level, curiosity, and the characteristic of class.

8) Singing and Chanting games

Singing and chanting can involve movement.

9) Team games

Team game require cooperative team work (Lewis, 2008:18).

10) Word games

These games is good to improve reading and writing skill because get children involve in playing words.

4. Implementing Fun Learning in English Teaching and Learning

Conducting games also need well procedures so that the goal can be achieved. The procedure to conduct games as follows (Brewster and Ellis, 2004: 183):

a. Giving instruction

It is the crucial stage. The teacher should make the instructions short, clear, and simple so the children will quickly understand and use some key phrases. The language demands and the language level of children should be matched.

b. Organizing the class

The classroom organization is important. This matter depends on the classroom condition, number of children and also the characteristic of children. The team game is a choice if the teacher ensure about the setting up pairs and group. But, if it does not fit to the classroom, board games can be more participatory than team game. The class also should be familiar with the routines in moving, forming groups, etc. It is also useful to choose the teamleader but it is for different children by taking turn.

c. Playing the game

Brewster and Ellis (2004: 184) state that pupils must be taught the language they need to actually play each game, including the language to organize themselves.

d. Considering on Teacher's roles

The teacher has a key role in observing and listening, monitoring pupil's language, giving prompts and explanation where necessary, noting pupils' language difficulties which may need re-teaching, and so on.

Songs, rhymes, and chants can be used in variety ways and stages depend on the some consideration. However, to conduct those, teacher has to take into account based same framework proposed by Brewster and Ellis (2004:168)

- a. See the context
- b. Pre-teach any necessary vocabulary using visual aids, actions, realia, puppets, focus questions, etc
- c. Play cassette or sing or chant to allow children to listen, show understanding, familiarize themselves with the rhythm, tune, etc
- d. Do further listening
- e. Work on pronunciation awareness, for example, identifying intonation patterns, stressed words and syllables, etc
- f. Invite children to listen, repeat and practise by joining in and learning to sing or chant. Encourage children to use actions, mime, drama, etc. Practise several times.
- g. Give a written record of text

- h. Encourage children to compare with similar type in their own language
- i. Present or perform as a whole class, in groups, in rounds, in pairs.

B. Related Studies

The fun learning strategy is not the new thing in the language learning. This has been used in the various aims. This is relevant with a study carried out by Davic Rachmawan, a graduated of UNY toward the fun learning. The title is “Using Games to Improve the English Teaching Learning Process for the Students of Fourth Grade of Elementary School in SD N 1 Borobudur, Magelang”. This research shows that the games, as a part of techniques of Fun learning, are successful to improve the English teaching learning process. Games become an appropriate and effective teaching technique. The use of games is aimed to motivate and encourage the teacher in teaching the English and kept the students from being bored and sleepy. The students are also more communicative with the teacher or with the other students.

Other research is conducted by Doğan (2012) about fun method in the language teaching. The title of the research is ‘Teachers Views on the Effects of Fun Language Teaching on Students’ Psychological, Social and Affective Domains’. This study aims to determine teachers’ views on the effects of fun foreign language teaching on students’ psychological, social and affective domains. Survey method is used in this descriptive research. The population of the study comprises 120 English language teachers working at primary-schools in the city of Elazığ; and the sample is consisted of 67 teachers randomly chosen from the relevant population.

From the study, there are findings about the effectiveness the teaching through fun learning on students' psychological, social, and active domains. The researchers get data about many advantages of games that provide language teaching with. As the object of research, the teachers regard games as a necessary part of the teaching-learning process.

Related to the effects on students' psychological domains, a great majority of the teachers think that fun learning help students overcome their fears and worries, and develop their self-esteem easily; moreover students thus get psychologically ready for learning. At the affective domain, since games enable learning the information with joy they make learning fun and amusing. The research also finds that learning based on games increase the teacher-student communication, and develops students socially in this sense.

The researchers in conclusion suggest that fun-based techniques, such as games, should be set to work in order to make such necessary factors in foreign language learning environments as being at ease, willingness, motivation, attention, interest and interaction a complementary part of learning situations. In addition, text-books should in this sense be arranged with a more entertaining scope.

Based on those previous researches conducted, it can be concluded that fun learning gives a good impact to the English teaching and learning quality. It encourages the researcher to conduct a research on "Improving the Quality of English Teaching and Learning Process by Using Fun Learning Activities to the Grade Four at SD N Ngringin".

C. Conceptual Framework

As explained in the studies above, the quality of teaching and learning process is the core of successful education. The greater the quality of teaching and learning process, the successful education will be. The quality of teaching and learning process is influenced by various components. Those components can be teaching methods or techniques used by the teacher, teaching media, teaching materials, students' motivations, and interaction in classroom. To improve the teaching and learning quality, the factors mentioned above have to be given support actively.

Concerning the necessity of the teaching and learning quality, the involved members of the research decided to do an action. The actions include observations on the object involving the teaching and learning process and the general condition of the classroom. It also involve identifying the existing problems at SD N Ngringin and especially in the grade four, having discussion with the research subjects to find out the solution and making an agreement related to the component to be improved.

To improve the teaching and learning quality, the research team did some collaborative works. The first step was identifying the problems in the field, the second was planning the actions to be carried out, the third was implementing the planned actions, and the last was evaluating result of the actions. The research may be continuous and endless since improvement is still needed.

CHAPTER III RESEARCH METHOD

A. Type of the Research

The research was categorized as action research since one of the aims is to identify a ‘problematic’ situation in order to bring changes and improvements in educational practice (Burns, 2010: 2). Carr and Kemmis cited in Burns (2010: 5) argue that action research is ‘self-reflective enquiry’ undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.

In doing this action research, the researcher chose a model proposed by Kemmis and McTaggart (in Burns, 2010: 9). According to Kemmis and McTaggart, action research involved four phases in the form of a cycle. The researcher, the English teacher, and another research member collaborated and worked together in collecting input about the obstacles and weaknesses of the English teaching and learning process and then identified the research problems. After that, they planned and carried out the actions, observed, evaluated and reflected on the actions implemented in the study. The cycle may become a continuing until the action researcher has achieved a satisfactory outcome. The phases were planning, action, observation, and reflection. The processes of phases could be drawn as figure 1.

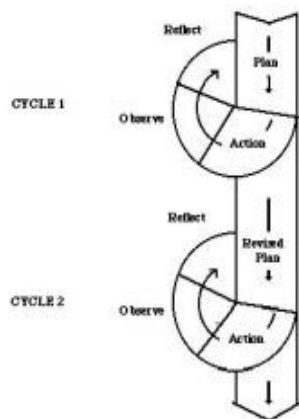


Figure 1: Cyclical AR model based on Kemmis and McTaggart (in Burns, 2010: 9)

B. Research Setting

The action was carried out at SD N Ngringin. It is located in Jl. Waringinsari, Condong Catur, Depok, Sleman. This school has 6 classrooms and supported by 16 teachers and 3 staffs. The school has some facilities which can support the teaching and learning process such as yard, karawitan room, school health unit, mushola, and library. There are some extracurricular activities conducted both of academic and non-academic.

The research was conducted at the first semester in the academic year of 2013/2014. It was done from September to November 2013. The subject of the research was the Students of the grade four at SD N Ngringin in the academic year of 2013/2014. During the research the number of students were change. At the beginning, there were 31 students, about 9-10 years old. In the second meeting, there were 32 students which one student came from other school. In the

middle of research, one more student came to the school. However, in the end of the research the number of students became 32 because a male student moved to other school. Generally, most of them come from middle economic background.

In SDN Ngringin, the English lesson used to be taught since the grade four. Based on the observation and interviews, the English teaching and learning process to the fourth grade was stil unsactisfactory.

C. Research members

The research involved the English teacher, the collaborator, the fourth grade students of SD N Ngringin and the researcher. The English teacher, the researcher and the collaborator work collaboratively to solve some problems related to teaching and learning process.

D. Procedure of the Research

The research used procedures in action research as proposed by Kemmis and McTaggart (in Burns, 2010: 7-8) as follows:

1. Planning

In this phase, classroom observation and interview with English teacher and the students were conducted to identify the problems. The problems in the teaching and learning quality were indentified and analyzed, it was called reconnaissance. Those resulted the important information of the research subject which the research focused on the problems related to the teaching and learning quality. The reconnaissance was important to decide and develop some actions. Based on Kemmis and McTaggart, in the planning, the researcher should take into account two things: 1) What kind of investigation is possible with the

realities and constraints of the teaching situation, 2) What potential improvements the researcher thinks are possible.

The course grid and lesson plan based on the curriculum of the school were prepared for the implementation of action. Besides, the materials and other instruments were selected based on the technique of the action. After that, the steps were organized in implementing the Fun Learning in the teaching and learning process in the fourth grade.

2. Action

After planning the actions, the actions were implemented in the teaching-learning process. The actions were conducted until the improvement has been achieved. The research involved the actions in two cycles with three meetings for each cycle.

3. Observation

During the action, observation was conducted to analyze the improvement of teaching-learning quality through technique used in the action. The observation was done to know what is happening in the actions; to look into the success of the action and the problems came during the implementation. The data from observation were reported in the field notes form. The students, the English teacher, and the collaborator were interviewed to know their views and feelings during and after the action.

4. Reflection

Based on the observation and interview toward the action, the effects of the actions were reflected by the teacher, the research and the collaborator. After

understanding the weaknesses, the solutions were found so the research could be done better in the next cycle.

E. Data Collection Techniques

The qualitative data dominated the research to obtain the result of the research. The data were the description of the reality happening during the research. The data presented the descriptions, interpretations and clarifications of the improvements of the teaching-learning quality through fun learning. In gaining the data, the research used some data collection techniques as presented in the table below:

Table 1. The Data collection Techniques and Instruments

Collection Techniques	Instruments	Data
observation	Observation sheets	Field notes
Interview	Interview guidelines	Interview transcripts

a. Observation

The observation was conducted to monitor the process of teaching and learning quality while actions were implemented. The data were collected by observing what happened in the teaching and learning process when technique was implemented. The condition of the teaching and learning process, the students' behaviour and the problems were observed by using observation sheets. The observation was conducted by the researcher, the English teacher, and the

collaborator. The result of the observations were recorded in the form of field notes.

b. Interview

Before and after the implementation the English teacher, the collaborator and the students were interviewed related to the activities in the teaching and learning process. The interview technique gained the English teacher and students' responses, opinion, suggestion, and expectation. The interviews were conducted by using semi-guided interview which the interviews were guided, but tasking further questions are allowed. The results was recorded in the form of transcript.

F. Techniques of Data Analysis

The data collected were in the form of qualitative. The qualitative data were collected from the observation and the interviews. They were in the forms of notes and interview transcripts. The process of analysis was done in every end of cycle. Analysing the data was continuing process to find explanations and patterns. The analysis data needed some practical steps. Based on Burns (2010:104), there are some steps to get an overall framework for the data analysis as follow:

1. Assembling the data

The first step was to bring together the data that had been collected over the period of the research. In this stage, the researcher looked for the ideas or patterns that fit together and are related to the research question.

2. Coding the data

The researcher started refining broad picture of the findings by coding the data more specific patterns or categories. Then, the researcher identified which of the data resources that can code qualitatively.

3. Comparing the data

After the data had been categorized, the researcher identified the relationships and connection between different sources of data. This stage aimed at describing and displaying the data rather than to explain or interpret them.

4. Building meanings and interpretations

The researcher thought about what the data are saying. The researcher posed questions, identified connections, and developed explanations about what the researcher means to make some sense of the meaning of the data. Then, the theories about the meaning of the research were refined.

5. Reporting the outcomes

The researcher thought about what will be presented and what have been found to tell others. The researcher also tried to consider how organize the whole research from beginning to end and not just the analysis and findings.

G. Validity and Reliability of the Data

1. Validity

Data that were obtained from the research must be valid and reliable. As this study was action research, there were four criteria of validity that must be achieved by the researcher as follows (Burns, 1999: 161-162). Democratic validity is related to the extent in which the research was truly conducted collaboratively and includes multiple voices. In gaining the democratic validity,

the researcher conducted the interviews with the stakeholders i.e. the students of fourth grade of SD N Ngringin, the English teacher, and the collaborator to tell their opinions about the research conducted.

Outcome validity was related to the notions of actions leading to outcomes that were successful within the context. To fulfill the outcome validity, the English teacher and researcher made reflection of the implemented actions and planned actions.

Process validity was closely related to the reliability and competency of the research itself. To get the process validity, the researcher did the observation during the implementation of the action, did the interviews with the students, and had discussion with the English teacher and collaborator.

Catalytic validity was related to which allows participants to deepen their understanding of the research by monitoring other participants. To get this validity, the researcher did reflection and interviewed the English teacher and the students to know their perceptions after the research was conducted. It meant that the collaborator and the students were given opportunities to give their response to the change occurred after the implementation of the actions.

To obtain the dialogic validity, the dialogues with the English teacher, the students, and the collaborator were conducted. These were done to know the strength and weaknesses of the action and the researcher could do better than before in the next meeting.

2. Reliability

The aim of triangulation was to gather multiple perspectives on the situation being studied (Burns, 1999: 163). The reliability of the data was gained by giving the genuine data, such as field notes and interview transcripts from the observation and interviews techniques. In order to gain a richer and less objective result, the researcher uses perspectives of different participants; namely students of grade four, English teacher, and the collaborator as observer.

The research used time triangulation and investigator triangulation to check the trustworthiness of the research. Time triangulation was used in this research because the data of the research were collected over a period of time to identify the factors involved in the change processes. In investigator triangulation, more than one observer is used in the same research setting (Burns, 1999: 163). The researcher consulted with other members to help in the reflection step so that biased interpretation could be avoided.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

In this step, some techniques to identify problems were conducted. First, observation was done to know the real condition related to the English teaching and learning process at IV class of SD N Ngringin. Second, interviews were also conducted to get some information about the teaching and learning process from different point of views from the English teacher and the students. To meet the democratic and dialogic validity, the interview was conducted until the end of research.

1. Identification of the Field Problems

Interviews and a classroom observation were done to get data about the problems of teaching and learning process. The researcher observed the English teaching and learning process of IV on July 23, 2013. The result of observation was in the form of a field note.

Based on the observation, it was revealed that there were many problems students and teacher encountered. The problems were related to some aspects, one of them related to the students' behavior. In the meeting, the students had not been ready yet when the teacher went to the class. They were still running around and making jokes with others. The teacher should warn them to make a line before entering the classroom. This fact is proven by following field note.

Then, the teacher started lesson by writing a title in the blackboard, "Greeting and Parting". She said, "Today we are going to learn about greeting and parting, firstly, take a note book because the students book and students worksheet have

not been yet available, write the title”. Students were noisy, some students looked for their pen, some students kept talking with their friends. Some students tapped tables to make situation more crowded.

..... However, some students did not write and kept talking with others. Even, some students made noise therefore she came and addressed to make them keep quiet and write. ... It happened again that some students chatted with others and made noise. The teacher was busy again with the students who bothered others and played a ruler. The teacher addressed them again and then explained the material about kinds of expression of Parting written in the white board.

(Field note 1, Appendix D)

Moreover, during the teaching and learning process the students did not respond to the teacher’s question well. Those indicated that they had less motivation in English learning. This fact was supported by the interview to the teacher showed in the transcript below.

T :
Kadang-kadang malah dho nyepelke mbak, ada yang ditanya diem gitu, ono sing njawab bisa ya ada. (Ada siswa yang bilang) Bahasa Inggris ki opo to bu, gak penting ngajarin kayak gitu.

(Sometimes they ignored, some students were silence when they were asked, but some others could answer. (There was a student who said) What is it? That is unimportant to teach something like that.)

R : *Berarti memang anak-anak bisa dikatakan belum termotivasi ya bu?*
(Can we say that the children have not been motivated yet?)

T : *Belum karena mereka menganggap itu apa sih, tak terangke tapi ada yang bisa ada yang belum.*

(I guess so. Because they don’t understand. When I teach them, some students understand, but others not.)

R: Researcher T: Teacher

(Interview 1, Appendix E)

The interview data above also showed that they often made noise in the classroom. When the teacher asked them to take a note the material, some students were looking for their pen and many other students kept talking with their friends. They were reluctant to participate in some activities. Moreover, some students tapped tables to make situation more crowded. The incident

happened again and again until the end of lesson, even in each meeting of English. The noisy students were warned by the teacher. However it could not address students' behavior. There were no routines and patterns to deal with the disruptive behavior. It was indicated that the classroom management did not run well. The identification is confirmed in the interviews below.

- | | |
|---|---|
| R | <i>Di kelas kalo pas pelajaran sebelumnya rame kayak tadi gak sih?apa cuma yang tadi aja?</i>
(At the usual teaching process, are students noisy like today? Or is it just happening right now?) |
| S29 | : <i>Rame, kalo sama Miss Erna mesti rame deh mbak</i>
(It is noisy, the class with miss Erna is always noisy, Miss) |
| R | : <i>Kenapa kira-kira?</i>
(Why does it happen?) |
| S29 | <i>Mungkin bosan</i>
(Maybe they are bored) |
| R: Researcher S: Student (Interview 4, Appendix E) | |

The condition also indicated that the activities of the teaching process did not enhance the English skill maximally, especially speaking skill. The activities were not interesting enough for the students because the teacher only relied on the textbook and the teaching learning process was not dynamic and fun. This action did not give the students opportunity to practice skills instead it promoted writing and reading skill. It can be said that the activities in the teaching and learning process did not match with the objective of lesson. Moreover, the time management of activities was not arranged well. The fact is proven by following interview.

- | | |
|---|--|
| T | : <i>Kemarin latihan aja belum, waktunya entek nggo nyeneni, mencatatnya lama, lambat, kalo mencatatnya gak lambat ya bisa.</i>
(Yesterday, the students did not do the practice, because the time was spent for me being angry. The note-taking was so long and slow. If the |
|---|--|

note-taking was not slow, the activities could be held.)

R: Researcher T: Teacher (Interview 1, Appendix E)

In addition, the media used in the teaching and learning process were lack. The teacher made pictures by herself in the whiteboard as the media. The pictures in the whiteboard were used to drill students. The teacher rarely varied the media with other interesting media such as flashcards, puppet, and poster. The fact is based on the interview with teacher which is shown below.

R : *Kalo media bu?*

(How about the media?)

T : *Paling medianya cuma gambar, saya nggambar papaya di papan tulis, papaya, trus tak suruh ngapalin, mereka terka ini gambar apa.*

(The media was just a picture. I draw a papaya in the whiteboard, I wrote papaya, and then the students were asked to memorize, they guessed what picture it is.)

R: Researcher T: Teacher (Interview 1, Appendix E)

As a result, it can be summarized that there were some problems related to the teaching and learning of English. The problems were identified based on the five fields of the quality of teaching and learning process proposed by Kidwell (2013). The indicators of the quality of teaching and learning process were adapted to be suitable with the primary teaching and learning process. The table below presented some indicators used to identify some problems in the research subject.

Table 2: **The Indicators of the quality of teaching and learning process**

No	Indicators
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher creates learning environments where students are active participants. b. Teacher motivates students to learn in a safe, healthy and supportive environment. c. Teacher displays effective and efficient classroom management. d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class.
2	<p>CLASSROOM ASSESSMENT AND REFLECTION</p> <p>Teacher Characteristics:</p> <p>Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.</p>
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher instructs the complex processes, concepts and principles contained in state and national standards b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts.
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world

	forms.
5	KNOWLEDGE OF CONTENT Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. Student Characteristics: <ul style="list-style-type: none"> a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary.

From the indicator above, some problems in the teaching and learning in the fourth grade of SDN Ngringin can be identified. Some indicators related to teaching climate, instructional relevance, and others are helpful to code some problems in the teaching and learning process. The complete identification is presented below.

Table 3: The Problems Affecting the Teaching and Learning of English in the Grade Four of SD N Ngringin

No	Problems	Codes
1	The students had not been ready yet when the teacher came to the class.	LC
2	The students often made noise during the teaching and learning process.	LC
3	Some students tapped tables when the teacher explained and asked to take a note.	LC
4	The students chatted with other students in the teaching and learning process.	LC
5	Many students seldom submitted assignments.	IR
6	The media used in the teaching and learning process were lack.	IRS
7	The activities of teaching and learning lacked fun activities.	IR
8	The teaching technique did not match with the objective of teaching.	IR
9	The students did not respond to the teacher's question well.	IR

10	The classroom management has not been applied efficiently for the English teaching.	LC
11	The students were less motivated in English classroom.	LC
12	Some students did not take a note when the teacher asked them to do it.	KC
13	The students' involvement in classroom was low.	LC
14	The teacher rarely used English classroom.	KC
15	The teacher could not deal with the noisy students effectively.	LC
16	Teacher made ineffectively learning tasks.	IRS
17	The interaction between students and teacher was low.	LC
18	The interaction among students was low.	LC
19	The students still had difficulties in speaking and writing, e.g. pronunciation.	KC
20	Teacher ineffectively allocated time.	LC

LC: Learning Climate

IR: Instructional Relevance

IRS: Instructional Rigor and Student Engagement

KC: Knowledge of Content

From the table above, it can be identified that the problems related to the teaching of English came from four fields namely learning climate; instructional relevance; instructional rigor and student engagement; and knowledge of content. First, the problems related to the learning climate were related to the students' low motivation and their disruptive behavior in the classroom. Some students were not interested in the English lesson. They tended to do disruptive behaviors such as chatting, beating tables, and making a joke. In addition, some students did not participate in activities.

Second, based on instructional relevance, the problems were about the activities held in the classroom which tended to be monotonous and ineffective. Third, the problems based on the knowledge of content were the students' difficulties of acquiring English skill and the students' participation. Fourth, the

problems related to Instructional rigor and students' engagement were the media and tasks in the classroom.

2. Weighing the Field Problems

After listing all the problems in the English teaching and learning process, the researcher and the collaborator discussed to weigh the problems based on the urgency level. The urgent problems are presented below.

Table 4: The Problems Affecting the Teaching and Learning Process at Grade IV of SD N Ngringin that Need to be Solved Soon

No	Problems	Codes
1	The students often made noise during the teaching and learning process.	LC
2	The media used in the teaching and learning process were lack	IRS
3	The teaching technique did not match with the objective of teaching	IR
4	The activities of teaching and learning lacked of fun activities	IR
5	The classroom management has not been applied yet for the English teaching	LC
6	The students' involvement in classroom was low.	LC
7	The students were less motivated in English classroom.	LC
8	The teacher rarely used English classroom.	KC
9	The interaction among students was low.	LC
10	The interaction between students and teacher was low.	LC
11.	Teacher ineffectively allocated time.	LC

LC: Learning Climate

IR: Instructional Relevance

IRS: Instructional Rigor and Student Engagement

KC: Knowledge of Content

After weighing the problems based on the urgency levels, the manageable and solvable problems were discussed. The manageable and solvable problems were as follows.

1. The students often made noise during the teaching and learning process.
2. The students were less motivated in English classroom.

3. The activities of teaching and learning lacked fun activities.
4. The students' involvement in classroom was low.
5. The media used in the teaching and learning process were not varied.

3. Determining the action to solve the problems

Some actions were formulated after identifying the field problems that were urgent, manageable, and feasible to solve. Some fun learning activities were planned to overcome the problems. Moreover, there were accompanying actions to solve the problems. The actions were as follows.

1. Conducting games as resources of fun learning activities during the practice and production stages as main activities to improve the students' involvement and motivation. Fun learning activities also could vary the activity in the classroom.
2. Using flashcards and cards as media to vary the media used in the classroom so the students have more vocabularies. The flashcard and card contained pictures related to the vocabulary used in the lesson. Besides, the media in the games activities were varied and interesting.
3. Applying classroom management to control students' behavior especially to deal with the noisy students.

Some data indicated that the students' involvement and motivation were low. The problems would be solved by using games. The researcher proposed the use of games as fun learning in the practice and production stage. It was aimed at improving the students' involvement that led to the students' English skill improvement. The students were expected to participate actively in English activities without feeling bored. In addition, the actions could their motivation in

English class so their skills could be improved well. So, fun learning activities were used in the different kinds to avoid students' boredom.

In addition, songs would be applied to build the students' motivation. The purposes were to motivate the students in learning English and to make them more familiar with English. The songs were used in the presentation stage to catch their attention and build their motivation in learning English. In closing the lessons, the songs were used in leave taking. It was also beneficial to settle them in the transition time.

During the implementation, the game materials would be used as the media in the teaching and learning process. Moreover, flashcards and cards would be applied. The media would be used in presentation stage to give language functions. It was aimed at helping the students memorizing the new language function that had been presented and keeping their attention during the activities.

The classroom management would be applied to deal with the noisy students. Some routines and patterns would be used during the teaching and learning process. When the students were noisy, the pattern would be applied. The researcher would use jargon *English*, *Yes I can* and *rolling-rolling up, rolling-rolling down* movement.

The whole plan was formulated in the course grid in Appendix A. The course grid contained some points related to the teaching and learning process in the Cycle 1 which were presented on tables. The points were the Standard of Competence, Basic Competences, Indicators, Learning Material, Fun Learning Activities, and Resource of Fun Learning.

The standard of competence and basic competencies were determined first. Based on the points at the beginning, some indicators were listed. Then, the learning materials were contained with topic, vocabulary, functions and grammar. The next table was the procedure of fun learning activities. And the last table was about the explanation of resource of fun learning activities. The points in course grid were detailed more in lesson plans which are including the materials, the classroom activities, and also the assessment.

B. Implementation of the Actions

1. Report of Cycle 1

The teaching and learning process of Cycle 1 was conducted in three meetings. In each meeting, some actions were applied. Fun learning activities in the form of games were applied to improve the students' involvement that led to the students' English skills improvement. Through the games, students were expected to enjoy the English expressions and the material in the game. They could be sustained to improve their motivation in English class.

Some points related to the teaching and learning process were hopefully improved after the implementation. The students were expected to be motivated and got involved in the activities related to speaking and reading. They were good in interaction with each other and the teacher without making disruptive behavior. Beside that the media used in the classroom were varied to enhance the material given in the classroom.

a. Planning

After formulating the field problems and designing the actions, a course grid was made to be used in the cycle. At first, the standard of competence and basic competencies for the first semester of grade IV were determined based on Depdiknas (2008: 6). The actions would be applied for the two skills; those are speaking and reading with basic competency 2.2 and basic competency 3.2. Based on those basic competencies, the indicators and the purposes of the teaching and learning process were detailed.

Afterwards, the materials were selected that would be used by discussing with the collaborator and the English teacher. The topics of the materials were chosen from the syllabus used by the teacher. They agreed to teach language functions asking and giving things and how to comprehend the simple written message.

Then, the activities of the teaching and learning process were determined. The fun learning activities would be implemented in the practice and the production stage, supported by other activities that were applied during the practice stages. Flashcards and cards would be used as media in presenting the language functions and reviewing the vocabulary to build the students understanding. In teaching speaking, songs would be used to make the students familiar with the expressions. Besides, songs would be used to catch the students' attention so they were expected to have high motivation.

The activities were presented to improve the teaching and learning process.

Table 5: The Solvable Field Problems and the Solutions

Problems		Solutions
1	The students often made noise during the teaching and learning process.	Applying routines and patterns as classroom management.
2	Students had low motivation in English teaching and learning process.	Conducting fun learning activities
3	Activities were lacked fun and variation.	Conducting fun learning activities.
4	The students did not actively participate in English teaching and learning process.	Conducting fun learning activities.
5	The media used in the teaching and learning process were not varied.	Using flashcards and cards as media

Some games were chosen as a resource of fun learning would be applied in Cycle 1. The games were adapted from Games for Children (Bedson and Lewis, 1999) and from Teaching English to Children in Asia (Paul, 2003). The games were designed to provide contexts for the students to practice the language functions and to respond to the meaningful text. It led to the students' participation and motivation.

The actions discussed above were expected to create the following conditions.

- 1) The students got involved actively in the teaching and learning process.
- 2) The noises and disruptive behavior of students can be managed.

- 3) They are interested to English teaching and learning process as the indicator that they have motivation.
- 4) The teaching activities are fun and effective.
- 5) The media are interesting and useful.

b. Actions and Observations

The Cycle 1 was conducted in three meetings. The first meeting was held on September 3, 2013 the second meeting was on September 10, 2013 and the last meeting was on September 17, 2013. The collaborator observed the teaching and learning process and filled in the observation sheet while the researcher taught the materials. The implementation of the actions was elaborated as follows.

1. The First Meeting

The first meeting was held on September 3rd, 2013. The topic was *Things in the classroom*. The lesson started from 07.00 a.m. to 08.10 a.m. The researcher greeted the students by saying *Salam* and *good morning*. Then she asked the students' condition by saying, "How are you today?" They responded by saying, "I'm fine. ". Then, she introduced herself again to the students. She also checked the attendance and led a prayer. The opening can be seen from the field note below.

Before starting the lesson, the researcher prepared the media for a second while the students took a seat. Some students in the front looked at the media enthusiastically seeing the media of teaching, even one of them walked to the teacher desk to hold some pictures and the dice. The researcher asked him to sit down.

The researcher greeted the students by saying *Salam* and *good morning*. Most of students answered the teacher's greeting. A few students were quiet. Then she asked the students' condition by saying, "How are you today?" They responded by saying, "I'm fine. "

Field note 2, Appendix D

From the field note, it can be seen that some students were interested in the media used. They looked at the media enthusiastically even before they used it. When the media was prepared, most of students paid attention and some of them wanted to see it closely. Even a boy wanted to hold some media.

In this meeting, the material was about ‘asking and giving things’. A topic about *Things in the classroom* was introduced and written in the whiteboard. The students were questioned about what the things in the classroom are. Only some students mentioned some words, ‘book, pencil, ruler, chair, and desk’. The material focused on the things in the classroom, especially the stationary.

To review the vocabularies, the students were shown some flashcards containing pictures and written text related kinds of things. Colorful pictures were used in the presentation stage to make the students more interested. All of students paid attention to the pictures even the students at the back.

The students had drilled some vocabularies: a crayon, a sharpener, a bag, an eraser, a piece of paper, a ruler, a pen, a pencil case, scissors, and a book but some of them still mispronounced. Hereafter, the vocabularies were drilled for each row. The students in each row had to get appreciation. After finishing the drill for each row, the students got reward ‘good’ while showing the thumb.



Figure 2: The students pay attention to the pictures in the flashcards media.

Then, the expressions were explained and drilled to the all students and then to the each row. The appreciation was also given to the students. After that, the dialogue was performed by the researcher who invited the collaborator in the front in order to show the pronunciation and the intonation of speaking. Most students paid attention to the role play. The students were still shy to perform dialogue in the front. To make students familiar with the material, the song entitled *Can I have a pen was introduced* to students. Although the song was not complicated, many students were still confused and made noise. At last, the students could sing after some repetitions.

The classroom management should be applied in the case. The pattern was applied, and the students said “Yes, I can” together. It made some noisy students focused on the lesson. They paid attention to the lesson again. However, later on, the class was noisy. It could be handled by applying the classroom management again. The fact could be seen in the field note below.

<p>The researcher asked the students to practice in pairs. While she told the students to work in pairs, some students moved to other chair. It made the class a little bit noisy. The jargon was led to make them quiet. But, a boy moved again</p>
--

and disrupted other friends. He was addressed to back to his chair. The researcher said, “Good boy, sit down here, please” then she continued to explain about the rule of a game called a card game.

Field note 2, Appendix D

The students were invited to join in Card game in the practice stage. The rules were explained to the students. They were put in pair. Each pair shall make dialogue related to the language function: asking and giving thing. After the students were ready, the researcher gave a pair of cards for each pair. The cards contained some pictures and the students should practice the dialogue based on the pictures. The rules were explained again for some pairs because they have not started. After all students started to practice, she also corrected the students’ mistakes. A few students still forgot the language function. It needed the help from the teacher and sometimes the others also took apart to help. They joined this activity happily.

The time was almost end. However, one activity was still conducted in production stage. The next activity was playing game *Things in the middle*. All students were listening to the rules before the game was started. For the implementation of game, the classroom management should be applied. The case was related to the grouping activity which needed to manage well. The way of grouping was explained in the field note below.

The students were asked what will they do next is playing a game. The researcher explained *the things in the middle* game rules. All students were listening. After that, she divided the class to some groups. She invited students to count 1, 2, 3, 4, 5, and 6 frequently until last student. Then, she said to all students, “OK everybody stand up, please”. There were two students who respond the instruction well. She repeated the instruction and all students stand up. “OK

number one, raise your hand,” said the researcher while raising her hand. “Come here, please, number one”. Some students kept seat and the instruction was repeated. She also asked the students who get number two and three to go forward. After the three groups stood in front of class, she asked them to get together at a separated desk. Then, she asked students who get remaining numbers to get together at the back. However, they were so noisy because there were some students who do not want to join in their own groups. The researcher made them understand and quiet.

Field note 2, Appendix D

The researcher did not realize that the time almost over. She instructed the students to play. There were two groups who still confused to play the game. The time was limited. Consequently, the game was only played in some minutes and most students complained about that. Moreover, the assessment of speaking skill was not held. Then, the students were asked about the difficulties and their feeling during the games. Some students had problems in singing the song in the presentation stage. They enjoyed the game and still wanted to play the game again in the next meeting. Then, she said *salaam* and left the classroom followed by the collaborator.

2. The Second Meeting

The second meeting was held on September 10th, 2013. In this meeting, the activity in the last meeting was continued. The game was only conducted in some minutes in the last meeting. Based on the discussion with the teacher and collaborator, the game was not enough to enhance the students’ skill and the assessment did not held. Consequently, the activities in the meeting were playing *Things in the middle* game and the presentation of the next theme. Here is the discussion with the English teacher.

R : *Berarti pertemuan selanjutnya permainan itu dilanjutkan lagi ya*

	<i>bu?soalnya banyak anak-anak belum dapet kesempatan bicara.</i> (So, was the game continued for the next meeting, ma'am? Because most of the students did not get the speaking opportunity.)
T :	<i>Iyalah mbak, mending untuk pertemuan selanjutnya aja.</i> (Of course, it shall be for the next meeting.)
R :	<i>Iya bu makasih sarannya.</i> (Yes, ma'am. Thank you for your advice.)
R: Researcher T: teacher	
Interview 9, Appendix E	

At the beginning, the students were greeted by saying *Salam* and *good morning*. All students answered the teacher's greeting. Then she asked the students' condition by saying, "How are you today?" They all responded by saying, "I'm fine. "Before praying, the routines and patterns was conducted while making a movement. The students looked happy with the routines and patterns. They were very enthusiastic. The students' attendance was checked by saying, "Who is absent today?" Some of the students answered "Yeri".

The lesson in the past was reviewed. Some students were thinking; some of them mentioned the things in the classroom, and some students expressed how to ask things. The students were invited to review the vocabularies and the language function of the first meeting. Then, they were asked to express the function again together. Then, some students were asked to practice the expressions. The song was also reviewed with lyric on the board. The students looked happily to sing the song despite in one time.

The jargon was applied to students so all students paid attention to the teaching process. The students then were grouped to six groups based on number they count before. However, they were asked to sit down in gaming so that they

did not make noise in moving some chairs. Consequently, the disruptive behavior could be minimalized.

Next, the *Things-in-the-middle* game was conducted again. The students were reminded briefly about the rules and then asked some boys to hand around the game set. In the same time, the students were impatient to start the game. Some students yelled out, '*ayo miss, cepet*' '*lama*' '*dadu, dadu*' (be quick, Miss, why is it so long? I want a dice! A dice!). After all groups were ready, the game was started. All students were busy to play the game. They were monitored and scored. A student was still confused about the game rule, but other player helped her. They worked in group well and some students looked enjoy in playing the game. They followed the rules, they rolled the dice by taking turn, and some of them were laughing together. They got chances to speak for many times and most of them were familiar with the expressions of asking and giving things.

The instruction to stop the game was given; however some groups still played the game. The students were instructed again. A student from each group put the game set away. The question was driven to students what have they learnt from the game. Some students were answered, but others were making noise. So, the jargon was conducted again, and it worked to make them pay attention again.



Figure 3: **The students still play enthusiastically although the time is over.**

After making sure that the students reached the objective of lesson, the researcher invited them to make discussion about the next material. For presenting the material, the researcher used the flashcards containing public notices. The presentation activity can be seen below.

They did not understand what public notices are. The examples were given, “stop, no parking”. All students were thinking for a while moment. Some students yelled out, “no smoking, *dilarang parkir*, stop”. The researcher said “good” while writing some public notices they yelled out. She showed some poster about public notices, those were *no smoking, no parking, stop, no littering, dangerous, turn left, turn right, keep silent, no fishing*. The students read the public notices together and the researcher drilled how to read the public notices.

Field Note 3, Appendix D

The researcher reviewed the lesson again and asked students how they feel in the teaching and learning process. The students enjoyed the activities today. It could be seen in the field notes below.

However, the time was almost end. She reviewed the lesson again and asked students how they feel today in the teaching and learning process. Many students yelled, “*Seneng*” (it was fun).

Field Note 3, Appendix D

Then, the researcher ended the lesson by saying “that’s all for today”, *salam*, and singing *good bye* song. All students were still paying attention to the song. They were invited to sing the song as replying the greeting. Most students were quiet in their seat and seemed to wait the instruction to sing again. The song could control the students’ behaviors although the lesson was end. It was important to prepare them for the next lesson.

3. The Third Meeting

The third meeting was held on September 17th, 2013 at 07.00-08.10. The researcher greeted the students by saying *Salam* and good morning. All students answered the teacher’s greeting. Then the students were asked about their condition by saying, “How are you today?” They all responded by saying, “I’m fine. “ The students were asked to pray and the routines and patterns was conducted before praying. The students looked happy in doing the routines and patternss. They were very enthusiastic. “Who is missing today? Is everyone here?”. The students answered that none.

Next, the students were asked what they learned in the last meeting. Some students in the back were still making noise, so the jargon was applied, “Remember? English! English!” The students responded by saying together while making movement, “Yes, I can”. They were enthusiastic to make movement. It made them focus in the lesson. The students were asked again what they learned in the last meeting, some students answered, “no parking”, “no fishing”, “keep smile”, “stop”. Students seemed know some public notices and directions. Then, the objective in the whiteboard was written. Some colorful pictures which

contained notices and direction were presented. Most of the students looked at the pictures and read the written notices. They were drilled to read the notices and directions one by one until they knew vocabularies.



Figure 4: **The students follow the teacher in reading the signs.**

The other colorful pictures were also showed to the students. The students were asked to read the notices and directions. At first, most of students were reading in different way, so they were given instruction to start reading together for every notice. The students' mistakes were corrected. After knowing all students could read the notices well, the students were asked whether they have question or not. However, there was no question.

At 7.15, the teaching and learning process continued by starting the game in practice stage namely *Chain word game*. At this time, students were excited in playing a game. To manage the grouping, the students listened explanation about the rules of the grouping to the students. The students worked in group and they were not allowed to move from their own chair. The students who sit down in the right as group A, and the students in the left as group B. After making sure that they know the rule of grouping, they listened to the rules of the game.



Figure 5: The students listen to the procedure of fun learning activity.

All the students listened to the explanation. Most of them seemed to start the game at soon. They were ready to play except the students in the back. Two students in the back were making noisy, so the jargon was led again to catch their attention. The game set was put in the first desk of each row. Then, she made sure that all students were ready and counted one, two, and three as the instruction.

The researcher monitored the students in playing the game. There was one student who changes the rule of game and the instruction was given to the student to follow the main rule. They restarted the game again. The students were monitored again and were corrected their mispronunciation in reading. They seemed exciting to play the game. Some students in such row gave spirit to each other during the game. After ten minutes, group B got a chance to play. They read better than another team.

However, a little chaos happened again because of the act of a disruptive student before the game ended. However, the problem could be dealt by addressing the students and leading the pattern. The explanation can be seen as follows.

Before game ended, a girl student cried which some students stand around her. The researcher came to her and asked what happened. Other students told that she was bullied by a boy. The researcher asked him to apologize. The incident wasted some minutes. Then, she led the jargon to catch students' attention again. She asked some boys to put the game set on the teacher desk.

Field note 4, Appendix D

At 7.35, the students were invited to play matching game in pairs by explaining the rule briefly. Some boys who often make noise got a job to hand around the game set. They were disruptive students at the beginning but they were motivated in this meeting.

The students worked in pair to match the picture and the notices. After the instruction to start the game was given, the students just played a matching game. However, a student in the back did not want to play a game. The problem was dealt soon by persuading the student. Although the researcher persuaded him for some minutes, the student really did not want to join. From his gesture, it was concluded that there was problem outside the lesson.

All students finished the game at 7.45 well based on the planning. Hereafter, students were asked whether any question or not. There was no question from students. The students were ready to do the next Fun learning activity. In the production stage, students did a *crossword* game activity individually. Some boys were ready to hand around a game set to students.

After each student got a crossword paper, the rules were explained. Then, they played crossword game individually. The class was so quite because they enjoyed the crossword game. They seemed concentrating to play the game and

they made efforts as if they want to win. At 08.00, all students finished the game and some boys tried to collect the students' projects.



Figure 6: The students play Crossword game actively.

The lesson was reviewed and students commented about how they feel today in the teaching and learning process. Many students yelled that they were fun. Then, the lesson was ended.

c. Reflection

In the first cycle, the use of the Fun Learning activities and the accompanying actions had made some improvements. The first improvement is the students' involvement. The students participate actively in the teaching and learning process. The students were enthusiastic to join the activities and achieved the objective of lesson. They were willing to join in group work actively.

During Cycle 1, the motivation improvement was in line with the improvement of the activity used in the classroom. The improvement in the teaching and learning process related to the activity because they rarely got fun activities before. The students were interested to Fun Learning activities. They liked games as actions. Besides, they could understand the material of lesson

through the activities. Two improvements above were in line with the interview with the collaborator, the students, and the teacher. The data can be seen below.

C : *Yang game yang terakhir itu cukup bisa membuat anak-anak itu fun gitu ya, enjoy, mereka bisa bermain, mereka bisa tertawa, kelihatan senang belajar, masing-masing anak tau apa yang mesti dilakukan, membagikan kartu, membaca rule-nya, paling hanya satu kelompok di belakang itu.*

(The last game was enough to make the students fun, enjoy. They could play, they could laugh, they looked learn happily, each student understand what to do, they handed around the papers, read the rules, unless one group in the back.)

R: Researcher C: Collaborator

(Interview 5, Appendix E)

R : *Tertarik gak sama permainannya?*
(Were you interesting to the game?)

S14 : *Suka, Miss.*
(Yes, I liked, Miss.)

R : *Tadi berarti bisa maennya ya? Ngomongnya juga bisa kan?*
(Could you play the game? you also could speak, right?)

S14 : *Iya, Miss.*
(Yes, Miss)

R: Research S: Student

(Interview 14, Appendix E)

The researcher yelled out English and most of students answered, “Yes, I can”. It made most of students ready to join the activities.

(Field notes 3, appendix D)

The students worked in group well and some students looked enjoy in playing the game. They followed the rules, they rolled the dice by taking turn, and some of them were laughing together. They got chances to speak for many times and most of them were familiar with the expressions of asking and giving things.

(Field notes 3, appendix D)

The improvement of students’ involvement was in line with students’ motivation. The students were motivated in joining the English teaching and learning. This was proven by students’ willingness to start the game as soon as

possible. In every activity, most of students looked happy even some boys who often make disruptive. The boys often wanted to be number one in handing around the media of the activities, and also joined the activity well. Most of them said that they were not bored during English lesson. It indicated that their motivation improved in the Cycle 1. It can also be seen from the data below.

R : *Tapi tadi bosan gak ikut pelajarannya miss Isti?*
(Were you bored in joining learning with Miss Isti?)

S27 : *Gak bosan, Miss.*
(I was not bored, Miss.)

S29 : *Seneng.*
(I was happy.)

R: Researcher S: Student

(Interview 7, Appendix E)

R : *Arif, tertarik gak belajar bahasa Inggris tadi?*
(Arif, were you interested to the English lesson?)

S13 : *Ya tadi mainannya bagus.*
(Yes, the games were good.)

R: Researcher S: Student

(Interview 8, Appendix E)

R : *Berarti bisa dikatakan mereka cukup termotivasi ya bu?*
(In other words, they were motivated enough, right?)

T : *Iya cukup mbak, nyatanya semua anak ikut permainan, trus yang nakal-nakal itu herannya saya mau ngomong bahasa Inggris, ya asal ngomong aja masih celelekan gitu, tapi bisa. Vocabnya juga udah pada hafal.*

(Yes, right. The students joined the game, I wonder the noisy students want to speak English, they just speak whatever comes to their mind, but they were able. The vocabularies were memorized.)

R: Researcher T:Teacher

(Interview 22, Appendix E)

The next improvement is the use of media of the teaching and learning process. The media used were flashcards and cards which interesting and effective during Cycle 1. The students were interested to the flashcards and the cards. The media could be seen from the back chair, so all students could see the picture.

Through the pictures, the students could know some vocabularies which can help them in using language function. In other words, the media used were interesting and useful. The fact is proved by some following data from the interview transcript and the field notes.

R	: <i>Nah kalo medianya gimana bu?</i> (Next, how about the media, ma'am?)	
T	: <i>Medianya bagus, menarik, kan gambarnya gede-gede.</i> (The media were good, interesting, because the pictures were big.)	
R: Researcher T: Teacher		(Interview 12, Appendix E)
R	: <i>Galih seneng gak sama dadunya, sama kartu-kartunya?</i> (Galih, do you like the dice and the cards?)	
S2	: <i>Iya, Miss, bagus.</i> (Yes, Miss. Those were good.)	
2		(Interview 16, Appendix E)
R	: <i>Medianya gimana fajri?</i> (How about the media, Fajri?)	
C	: <i>Bagus kok, anak kan jadi lebih ngerti lihat gambar-gambar gitu Is. Trus tadi di crossword game vocabnya lebih jelas, mereka juga tahu down, across.</i> (Those were good, the students were more understand through the pictures, Is. Then, the vocabularies in Crossword game were clearer, they know 'down' and 'cross'.)	
R: Researcher C: Collaborator		(Interview 23, Appendix E)

In the planning, the noisy behavior as one of problems would be dealt by applying routines and patterns. During Cycle 1, the students were interested to patterns as the classroom management. The routine was used namely Rolling-rolling up movement and *Yes, I can* pattern. In some condition when they were noisy, the using of pattern can deal with this. The fact is proven by some following data.

T	: <i>Iya mbak, tadi ada yang menarik. Kalo misalnya rame disuruh gini-gini (menggulung-gulung tangan).</i>
---	--

- (Yes, there was interesting. If they were noisy, they were asked to do like this (rolling her hand))
- R : *Oh yang rolling-rolling up itu ya? routines and patterns berarti cukup efektif ya bu?*
(You mean rolling-rolling movement, right? Were the routines and patterns effective?)
- T : *Anak-anak suka belum pernah saya gituin, itu inovasi baru.*
(The children liked that, they had not got before, this was new innovation.)
-
- R : *Berarti itu dipertahankan yang itu ya bu routine pattern.*
(In other words, this will be maintained, right?)
- T : *Iya, yang English yes I can biar gak bosan, soalnya kalo sama saya rame banget.*
(Yes, this one, 'English yes I can' will be maintained, so they were not bored, because they were so noisy with me.)
- R: Research T: Teacher** **(Interview 12, Appendix E)**

While she told the students to work in pairs, some students moved to other chair. It made the class a little bit noisy. The researcher made them to be quiet by leading a jargon. But, a boy moved again and disrupted other friends. She made him to back to his chair, "good boy, sit down here, please" then she continued to explain about the rule of a game called a card game.

(Field notes 2, appendix D)

Generally the action research plans implemented in the Cycle 1 ran well. The core of the action research in which to implement Fun learning activities to improve English teaching and learning process was proven by the raise of participation students in every activities. The raise of motivation contributed a lot to their activeness in learning process. The actions did this creating fun atmosphere in the classroom.

The fun learning activities were interesting for the students. They were excited to do the activities. However, there was weakness in the application. The activities were ineffective at the first meeting. The fact was because of the bad time management. The time was not enough to conduct the fun learning namely *Things in the Middle* game. Consequently, one of fun learning was conducted in

two meetings. At the beginning of Cycle 1, the song was too complicated and the procedure was ineffective. However, the activities in the third meeting were effective and interesting.

The pattern as the classroom management technique was interesting for the students. In some conditions, the noises could be dealt. However, in other cases, they were noisy e. g when the the rules of the game were explained. In other words, the noises were not dealt maximally because of the weakness of applying the classroom management.

From the explanation above, it can be concluded that through Fun Learning combined with some accompanying actions there were some improvements related the students' involvement and motivation. The problems related to the media used in the classroom were also successfully improved. However, there were still some problems related to the students' behavior and the management of Fun Learning activities.

As the teaching and learning process still had problems the cycle would be continued to solve the problems arose and improve the students' behavior and the effectiveness of learning activity. Before conducting the next cycle, the actions done in Cycle 1 were evaluated. Here is the conclusion of actions in Cycle 1 and the recommendation for Cycle 2.

Table 6: The Conclusion of Actions Done in Cycle 1 and the Recommendation for Cycle 2

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Conducting	The use of games in the	This action	The time

games as fun learning activities during the practice and production	Cycle 1 made some improvements of students since those were interesting. However, the timing needed to be managed well to make the games more successful. The use of songs in the Cycle 1 was not effective enough as the songs were too complicated for the students. However, the songs could be good language input to the students before they did speaking or joined the games.	would be sustained to be used in Cycle 2 with improvement.	management was applied in the lesson to make the Fun learning more successful. The songs should be short and simple. They should be given with the right procedure.
Using flashcards and cards as media combined with the game set.	Flashcards and cards were helpful during the teaching and learning process since it could be seen from the back rows and it had colorful design. The students could understand the materials more easily.	This action would be sustained to be used in Cycle 2 with improvement and modifications.	In the Cycle 2, the media would be more various. The flashcards, cards, games set would be added by others media.
Applying routines and patterns classroom management	The routines and patterns were interesting to the students. However, it needed to be improved since some students were still noisy.	This action would be sustained to be used in Cycle 2 with improvement and modifications.	The patterns such as 'English, Yes I can,' were still applied. The classroom management related to the routine in the grouping and submitting work would be applied. The class rules would be applied. The noisy students were made helpful.

Based on the explanation above, it can be concluded that the result of Cycle 1 was valid because it was in line with the concept of dialogic, process and outcome validity. It means that there were some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes and interview transcripts. In addition, the results were said to be reliable because there were more than one observer in gathering the data. It was in line with the concept of investigator triangulation.

2. Report of Cycle 2

a. Planning

Based on the reflection of Cycle 1, there were some improvements on students' involvement, students' motivation, and the effectiveness of media. However, some problems still exist during the cycle, they were: time management, activity organization and student's behavior. It was found that some students did not behave properly and the teacher could not manage the time. These caused the learning activities did not run smoothly. Therefore, some plans would address the problems in Cycle 1. Some modification and addition were necessary in this cycle to achieve better teaching and learning process.

The first plan, the rules in the classroom were applied to deal with the disruptive students. It was expected that the students obey the rule to not make noisy in the teaching and learning process so they behave well. Rewards in the form of stars were also given to maintain their motivation and participation. Besides, the positive feedback or praise would be given to the students.

The second plan, the time of fun learning activities would be managed well to overcome the problems related the time management. To support the time management, the activities were organized well with clear and simple procedure, including how to organize working group. Besides, the activities would be chosen well by considering to the material, time, and also the important was whether it stir or settle the students.

It was expected that at the end of the cycle the students should be able to convey the material. The students were also expected to be motivated and got involved in every meeting. They made good interaction with each other and with the teacher without doing disruptive behaviors. Beside that the media used in the classroom are varied to enhance the material given in the classroom.

After formulating the field problems and planning the actions, a course grid was made to be used in Cycle 2. At first, the standard of competence and basic competences for the first semester of grade IV were determined based on Depdiknas (2008: 6). The actions would be applied for the three skills. The skills taught were listening (basic competency 1.1), speaking (basic competency 2.1) and writing (basic competency 3.2). Based on those basic competences, the indicators and the purposes of the teaching and learning process and the learning materials were detailed.

Together with the collaborator and English teacher, the researcher (I) selected the materials .The topics of the materials were chosen from the syllabus of the elementary school. The materials chosen were the expressions used to

respond to the instruction, how to make an invitation and about how to make a simple written message.

The teaching and learning process of Cycle 2 would be conducted in three meetings. The activities of the teaching and learning process were determined. The fun learning activities would be implemented in presentation, practice and production stages. The activities used in the teaching and learning process in Cycle 2 were *Head, Shoulder, Knees, and Toes' song*, *Simon Says game*, *Versus Game*, *Speech Bubble*, *School Board Game*, *'Happy birthday' song*, *Birthday Ransom game*, and *Birthday card project*.

The flashcards and cards used as the media would be sustained in presenting the language functions and reviewing the vocabulary to build the students understanding. In addition, the media used during fun learning activities were colorful and various so those were expected to catch interest of student i. e a puppet, colorful puzzle, and colorful board. All the activities in teaching and learning process were aimed to solve the problems that emerged in Cycle 1.

Table 7: The Solvable Field Problems and the Solutions

Problems		Solutions
1	Some students still made noise during the teaching and learning process.	Applying routines and patterns and rules as classroom management.
2	Some activities were still ineffective in application.	Conducting fun learning activities in a managed time with clear and simple procedure so that students could acquire English skills through the activities.

b. Actions and Observations

The second cycle was conducted in three meetings. The first meeting was held on October 1, 2013 the second meeting was on October 8, 2013 and the last meeting was on November 5, 2013. Similar with Cycle 1, the researcher acted as the instructor to apply the actions while the collaborator and English teacher observed the teaching and learning process. The implementation of the actions was described as follows.

1) The First Meeting

The first meeting of Cycle 2 was conducted on October 1, 2013. The topic was *Things in the classroom*. The lesson started from 07.00 a.m. to 08.10 a.m. The researcher greeted the students by saying *Salam* and *good morning*. After that, she asked the students' condition and they answered well in English.

Similar with Cycle 1, routines and patterns were also applied in Cycle 2. Prayer was led by conducting *rolling-rolling up* routine and pattern. The students' presence was checked then. There was one student who absence today because of sick. In the meeting, LCD was used to show some pictures to drill some words. Before the lesson was started, some students seemed enthusiastic with the pictures in screen. After the students were ready, they were told about some classroom rules. The rules were applied to build students good behavior. The classroom rules were presented by using pictures in the PowerPoint program and gestures. There were four main rules. First, students shall listen to the teacher explanation. Second, they asked permission to the toilet. Third, they must respect others. The

last, before they spoke, they shall raise hand first. If the students did not obey the rule they should teach others to sing a song related to the lesson today.

After that, the objective of the lesson was introduced. The students were asked to mention the names of parts of body. Some students mentioned correctly, but most of them were silent. Some students still mispronounced the words related to the parts of body. They were asked to look at the poster of a human body parts which were reviewed. The students paid attention to the poster. The new words related to the theme were shown to the students. Some students read the words with the pictures in the poster. They had been familiar with some words however they still mispronounced some words.

A few moments later, the researcher touched her parts of body one by one based on the monitor view. Every word was introduced to the students and they shall repeat vocabulary. By using the same way, the students were drilled words of body parts: eyes, ears, teeth, face, shoulders, arm, hands, fingers, knees, and toes.

After drilling, the singing activity was conducted. Before asking students to sing, the teacher presented the video clip. The students watched it first to know the lyric, tune, and also the movement. Looking at the video clips, most of students were not patience to sing and dance. Therefore, then they were shown how to sing and dance in a slow speed to make them familiar with the parts of body.

Next, the students were allowed them to stand up in the aisles and then the researcher taught them the song by singing it slowly and clearly while making

movement. After that, the video clip was played again and the students sang together. They were happy singing the song. Most of students could sing the song well. They seemed happy with the movement too. The students were able to sing the song and do the dance well. After that, the students were asked to sit down again. The students were checked their understanding by touching her body parts and the students shall mention the name. They can mention the parts of body clearly.

Before the next fun learning activity, the jargon was applied and all students responded well. It caught their attention. In the practice stage, the students were asked to play the *Simon says* game. In this game, a puppet was presented to the students. The students liked it. This fact could be seen in the following field note.

The researcher invited students to play *Simon says* game while she showed a puppet to the students. The students looked enthusiastic with the Simon puppet. A boy walked to the front and wanted to hold the puppet. The researcher reminded him the first rule.

Field Note 5, Appendix D

After the student could be settled well, the rules of game were explained to students. In the *Simon says* activity, students shall listen to the instruction and made movement as the responds. The puppet was used as Simon. After the students understood the rules, the students were invited to start the game. The students were asked to stand up between rows. At the beginning of the game, some pictures in the monitor helped the students to learn about language function of instruction. After that, the students started to get instruction “Simon says, touch your nose” and some students did the right movement.



Figure 7: The students do the Simon Says game enthusiastically.

Every instruction was repeated to the students. In this activity, most of students joined the game, but only some students in the back seemed reluctant to play. To make them more motivated and get involved, the teacher gave a sticker to each student who joined the game. The strategy worked well. All students wanted to join the game. The situation is described below.

Then, she explained that the sticker was reward. It made all students wanted to play the game. They were enthusiastic in playing the game even some boys snatched in walking the way of the front of the researcher.

Field Note 5, Appendix D

After playing the Simon Says game, the students were asked to do the next game section. The section was responding to the instruction individually. The students were settled because they were invited to go to the front facing their friends. However, only a boy did. In this game section, he got instruction to use a puppet. He did a movement. After he responded to the instruction, he got a chance to hold a puppet. The student was asked to give instruction to their friends as he

got before. Other students were asked to do a movement helped by the pictures on the monitor.

Stickers as reward were given to the students who did movement correctly. The use of stickers brought a positive impact to the students' motivation. Many students were enthusiastic and could not wait to do the game. Responding to this, the researcher asked to wait their turn patiently. After that, two by two students went to the front and got the instruction. They also got a chance to give instruction by using the puppet. They seemed happy to play Simon says game. Their mistakes were corrected and they also got a positive feedback in the form of sticker and praise. Some students were still snatching to show up but the time was limited. At 08.20, the students were invited them to play the Versus game. Before starting the game, the rule of the game was explained. At first, the students were grouped into two big groups. Technically, they were not required to move around. The students who sat in the right side became group A, and the remaining became group B. Each player of group A shall face the player of group B.

After all students were ready, the students played the game. At the first section, Group A gave instruction based on their clue cards. They got ten clue cards contained pictures and written instruction. Group B responded instruction by doing required movement. When player of group B responded, group A assessed it by giving a tick in the right column. The researcher monitored the students. After some minutes, the students were instructed to take turn. Group B gave instruction and group A assessed the performance of group B. The management of Fun Learning activity could be said successful. Before starting the

game, the students were not noisy because moving around were not allowed. In taking turn of playing game, the students were directed well. Moreover, the students were interested in the activity and they got involved actively. The following data shows the success of action.

R	: <i>kalo kemarin gimana bu?</i> (.....How about the action yesterday? (meeting 1 in Cycle 2))
T	: <i>Kalo kayak gini malah bisa praktek mbak, kemarin anak-anak bisa praktek language functionnya to. Touch apa gitu kan.</i> (If the activity was like that, they would do practice, yesterday students could practice the language function, right? Touch what ...like that)
R	: <i>Iya bu, sebagian besar sudah bisa mengikuti aktivitas gamenya. Walaupun masih ada yang pronunciationnya kurang.</i> (Yes, ma'am, most of them could join the game activity, although some of them had less pronunciation.)
T	: <i>Ya gitu anak-anak , dah mending ya mbak daripada sebelumnya.</i> (Yes, they made better than before.)
R: Researcher T: Teacher Interview 41, Appendix E	

After the game was ended, many students yelled that it was fun. It indicated that overall the activities on the day were successful.

2) The Second Meeting

The second meeting of Cycle 2 was conducted on October 8, 2013. In this meeting, the topic was about “The Facilities in the School” and the language function taught was “inviting and accepting” an offer. While the researcher worked as the instructor, the English teacher and the collaborator sat at the back of the class to observe the teaching and learning process.

Some students seemed enthusiastic to join the lesson. They were ready to start the lesson. The researcher greeted the students by saying *Salam* and *good*

morning. All students answered together. Then she said, “*How are you today?*” some students responded by saying, “*I’m fine, thank you*”.

The students were invited to pray by doing the routines and patterns first. Next, the students’ presence was checked. In addition, the objective of the lesson was introduced. The students were asked to mention the rooms and facilities at the school. The students yelled out enthusiastically some rooms at the school and the teacher wrote all the words mentioned by the students on the whiteboard. To make the students remember the words easily some colorful pictures of facilities and rooms in school were shown to the students. All students looked at the pictures and mentioned the name one by one. For checking their pronunciation, the students shall listen to the correct pronunciation of the words when students made mistake. After that, the researcher asked the whole class to pronounce the words, and then drilled the students in each row.

The students were asked about how to invite someone to go to a place in the school. They had no answer. Next, the researcher wrote a dialog of inviting and accepting, ‘let’s go to the canteen’; ‘okay/ yes’, then she demonstrated to express it. They paid attention how to say it. Then all students were invited to say together. After that, the colorful pictures were used to help students use the expression. They looked at pictures one by one and expressed invitation based on the picture. The students were drilled classically and in groups. To make the language expressions familiar to the students, two rows of students were asked to express how to invite and asked the other rows to express how to accept. There was an interaction among the students which lead to the real conversation.

At 07.20, a game, Speech bubbles, was conducted. At first, the rules were explained. The students shall work in pairs to fill in the bubble with appropriate expressions which were performed. Some colorful handouts as the game set were given to the students. Some boys helped to distribute the game set to each pair. The students started to play Speech Bubbles in pairs. They filled in the blanks the dialogue in the comics and they practiced the dialogue in pairs. After 10 minutes they did the activity, the students got a chance to perform in the front of the class. The stickers as the reward were given to appreciate performers. It also made students enthusiastic to perform as the field note below.

<p>They were snatching to perform, so the researcher shall choose students who were quieter to make it fair. The students who can perform well got a sticker. They seemed happily when receiving a sticker, so they were enthusiastic to speak in the front.</p>
--

Field note 6, Appendix D

The students were still enthusiastic to play Speech bubbles. However, there was another game. The jargon was applied to make students focus again. At 07.40, all students were ready to listen to rules of the last Fun Learning activity. They seemed interested in the media of Board game. After that, the media was showed to the students. All students paid attention to the explanation of rules of the activity. The students were divided into eight groups which consisted of four students. This grouping system was successful to manage the students with disruptive behaviors. The students were not noisy and there was no one moves in getting together in group. Some students only turned their chair to their back. Some boys helped automatically to hand around the game set.

After making sure the students' understanding of the rules and the readiness of each group, the instruction was given to start the game. The students played the game, but a boy was unwilling to play. Responding to this, the researcher came closer to him and persuaded him to play with other. Finally, he played the game. Students asked a sticker when they got a star at the dice. Based on one of the rules, they got a sticker when they rolled a star at the dice. It showed that they knew how to play the game and they got opportunity to speak through the game. During the game, the students' speaking was monitored and scored.



Figure 8: The students do the School Board Game activity.

At 08.00, the Fun Learning activity shall be stopped. However, all students were still playing a game. Therefore, they were asked to put the game set on the teacher desk. A player from each team submitted the game set quickly to the teacher desk. After the game sets were tidy, the students were invited to reflect and make summary of the lesson. They already knew the expression of inviting and accepting invitation. Most of students were right in pronunciation and grammar. Moreover, they wanted to play again since they were interested to the media and the procedure of activities today. Then, the lesson was closed.

3) The Third Meeting

In the third meeting, fun learning activities were conducted accompanied with routines and patterns. The media used in the presentation stage was poster.

As usual, in the opening phase, the researcher said *salam* and *good morning*. All students answered the teacher's greeting. The students' condition was questioned. Routines and patterns were conducted before praying to catch students' attention. The students' presence was also checked.

In this meeting, the jargon was also given to the students to catch their attention and motivation. As usual, the objective of the lesson was introduced by writing on the white board first. All students paid attention. When students were asked, "whose birthday today is?", they were silent. There were no one was celebrate birthday when they were asked again. So, the researcher asked who was born in the month. whose birthday month is. There were two students who were born in November namely Rangga and Tasya.

After that, the students were asked to sing Happy Birthday song for Rangga and Tasya. The song was used to introduce the language expression of saying happy birthday to someone. In fact, they were familiar with the song so the the students just started to sing. The students seemed happy when singing.

After singing, the researcher explained about how to say happy birthday to someone in a written form. The expression was given by using a birthday card. A big poster of a birthday card was shown. A big poster was stuck on the whiteboard. All students could see the poster. The students were asked to discuss

about the content of the birthday card. After that, the students shall read aloud the birthday card together and then row by row.

The students paid attention to the explanation of how to copy a birthday card based on the example. A birthday card was written in a big size so the students in at the back were able to see. When the students were invited to arrange a birthday card, they shouted about the content. The students were asked to identify the parts and they seemed understand it.

Then, the last activity would be conducted. Before conducting Fun Learning activity, the researcher yelled the jargon, “English” and all students answered, “Yes, I can”. In the production stage, students played the Birthday Ransom game. They were divided into some groups consisting of four for each. To avoid a chaos, the students were asked to work with other pairs nearby. It automatically made them settled in their own chair because some students just turned over their chairs. They were checked whether they knew the group they were belonging to by mentioning group one until group eight.

Some boys were ready to hand around the media. The group had received the media but they were asked to put the media on the table first before playing the game. The rules of the game were explained that each group shall make a birthday card by sticking the word puzzles in a paper. After getting instruction to start, they played the game. All groups prepared the media and started to stick the pictures and words. There were no students who leave the team or get out of the classroom. Students in each group seemed to take apart in the game. For instance in group two, two students gave glue in the back of paper and transferred to a

student who stuck it to a big paper. And another student directed how the word puzzle arranged well.



Figure 9: **Students join actively to the Birthday Ransom game.**

They were monitored in gaming. When a group finished, the birthday card was stuck on the white board. Finally all groups finished their game on 07.35. All birthday cards had stuck on the whiteboard. The birthday cards could be seen by all groups. Some students looked happily to look their project result because they could see others creativity. After that, all students sat down in their own chair. Students were invited to check the birthday cards by asking the groups one by one. This was held to review their understanding about how to say someone happy birthday. They seemed happy because they were invited to clap their hands because they got success to finish a game. The group shall tidy up the table and submit the remaining game set to the teacher desk.

In the last stage, students were invited to do one more activity. It was making a nice birthday card! Some boys helped to hand around a paper to all students. Every student got one paper. After the students got the paper, the students create a birthday card individually. They could make it as creative as possible. The students started to make a birthday card. During the activity, their

motivation could be built and they got involved actively in this activity. They seemed happy to express their imagination and creativity to make birthday card.

The fact could be proven by following data.

They seemed enthusiastic to make it. Some students looked for some pictures to copy as a decoration. Some draw a picture as their creativity. The researcher monitored their work and gave appreciation to their job or effort to finish the activity. There was one student who still did nothing and the researcher directed him to start writing. Finally, he finished it well so the researcher gave him thumb while saying 'good'. The activity took 15 minutes.

Field Note 7, Appendix D

Then, they put the birthday card in the corner of their desk. It made some boys take easily the birthday cards from their friends and put on the teacher desk. This management made the disruptive behavior could be dealt. The students were not noisy in submitting their project. After the game sets were tidy, students were invited to reflect and make summary of the lesson. They said that they liked the game the most and it was a nice game. They liked the game that gave them points.

Since there was the remaining time, the stickers would be given to the two most active students by counting the rewards they had gotten. Finally, the award would be given by conducting a small competition. Some students were invited to go forward and sang a song 'happy birthday'. Helping by other students, the researcher chose the best singer of one boy and one girl. The lesson was closed at last.

The teaching and learning process of the three meetings could be said to be valid since it was done corresponding to the concept of process and catalytic validity. The process validity was fulfilled by gathering the data through more

than one technique, i.e. observation, interview and discussion with the collaborator. It was supported by some data sources, such as field notes and interview transcripts. The catalytic validity was fulfilled by giving opportunities to the students and collaborator to give their opinion dealing with the action implemented. Besides, the result of the action was reliable because it was in line with the concept of time triangulation.

c. Reflection

After the actions were implemented, the researcher, the collaborator and English teacher evaluated them. To evaluate the actions done, some discussions were conducted with the English teacher and the collaborator and interviewed some students. It is also purposed to fulfill the requirement of democratic validity.

In Cycle 2, fun learning activities were also applied as practice and production activities for the students. The actions especially Fun Learning activities made improvement on every aspect of teaching and learning process. In each meeting, Fun Learning activities were used in line with the topic and the language function. The students' involvement, students' motivation, and the usage of media were improved in the previous cycle, while there were weaknesses related on students' behavior and the effectiveness of the activities. In Cycle 2, all of the aspects were improved. The improvements were elaborated as follows.

The students' involvement on the teaching and learning process was maintained during the cycle. All the students performed the indicator in the three meetings. During those meetings, all of the students could focus on the activities they should join. The implementation of fun Learning activities in this cycle

sustained the students' involvement in learning activities. They were still enthusiastic to join the activities and to practice the skill required. The activities were effective to make the students active in achieving the objective of lesson. The students liked the activities and they also joined in every activity. The result could also be seen in the following field note and interview.

- R : *Gimana bu, anak-anak sudah aktif ya bu?*
(What do you think ma'am? were students active?)
- T : *Iya mbak, mbak datang itu bedalah ngajarnya dengan saya, anak-anak jadi tambah ilmu, mungkin kalo sama saya bosan to , suruh pake LKS, kan beda, kalo njenengan permainannya lebih kreatif to?Teka-teki atau apa, kelompokan, pake permainan macem-macem. Anak-anak itu pada seneng lho mbak, yang kemarin itu contohnya, apa mbak yang nempel-nempel itu?*
(Yes, your teaching was different from me. They had more knowledge. Maybe they got boredom with me. You used more interesting games, right? The students were happy yesterday, for instance, the sticking activity, what was it?)

R: Researcher T: Teacher Interview 56, Appendix E

Two by two boys went to the front and got the instruction. They also got a chance to give instruction by using the puppet. They seemed happily to play Simon says game.

Field Note 5, Appendix D

All groups prepared the media and started to stick the pictures and words. There were no students who leave the team or get out of the classroom. Students in each group seemed to take apart in the game. For instance in group two, two students gave glue in the back of paper and transferred to a student who stuck it to a big paper. And another student directed how the word puzzle arranged well.

Field Note 7, Appendix D

Besides their participation, the students' motivation was also improved. Since the students still liked the games, they were happy in the teaching and learning process. They were enthusiastic to the activities and media used.

Moreover, the use of the games could also sustain the students' interest in practice speaking or writing until the end of the activities. It can be seen in the data below.

Some students seemed enthusiastic with the monitor of LCD. Some students walked to the front of the class and made a joke using the light of LCD. The researcher asked them to sit down so the lesson could be started as soon as possible.	
Field Note 5, Appendix D	
They seemed enthusiastic to make it. Some students looked for some pictures to copy as a decoration. Some draw a picture as their creativity.	
Field Note 7, Appendix E	
R	: <i>Kenapa, Indra?</i> (Why were you happy?)
S30	: <i>Ya senang, enak gak bosan.</i> (Yes, I was happy, It was fun so I was not bored)
R: Researcher S: Student Interview 53, Appendix E	
R	: <i>Serunya gimana?</i> (Why was it fun?)
S7	: <i>Asik miss, yang nempel-nempel itu, senang aku miss.</i> (It was fun, Miss. The sticking activity, I liked it.)
R	: <i>Oh ya, tertarik ya?</i> (Oh yes, were you interested?)
S7	: <i>He'e.</i> (yes)
R: Researcher S: Student Interview 52, Appendix E	

The improvement of media usage in this cycle was maintained. The puppet, the poster, some colorful pictures in the monitor, some flashcards, and Board game set were interesting to the students. Those got succeed to catch students' attention and to help students acquire the skills required. The improvement can also be seen in the following data.

T	: <i>Sudah menarik mbak, anak-anak kelihatan senang sama gambar dan apa yang di permainan itu apa mbak?</i> (It was interesting. The students seemed interest to the pictures and the media in what game?)
---	---

- R : *Board game bu.*
(Board game, Ma'am.)
- T : *Iya itu mereka kelihatan antusias, paling tadi rame waktu pada dapet bintang.*
(Yes, it was. They were enthusiastic. They only made noise when they got a star.)

R: Researcher T: Teacher Interview 48, Appendix E

They seemed interest to the media of Board game. After that, a board game was showed to the students. All students were paid attention to the explanation of rules of the activity.

Field Note 6, Appendix D

- R : *Tadi aku pake media flashcard, kelihatan gak dari belakang?*
(I used flashcard as media, could it be seen from the back?)
- C : *Iya kelihatan kok.*
(Yes, It could.)
- R : *Menarik gak tadi untuk anak-anak?*
(Were they interesting to the students?)
- C : *...Aku lihat tadi semua anak antusias waktu kamu presentation.*
(... I saw that all students were enthusiastic when you did the presentation.)

R: Researcher T: Teacher Interview 49, Appendix E

Even though the students' motivation, the students' involvement and the usage of media were improved during Cycle 1, the teaching and learning activities still had weakness related to the time management. The time management was less so the activities became merely ineffective. In the first cycle, there was an activity conducted on two meetings and some of activities were conducted with unclear procedures. In Cycle 2, all activities were conducted in well-managed time. Based on the field notes as general, all activities were based on planning and were on time. Besides, the procedures were clear and simple for students so it increased the effectiveness. It meant that the activities management was improved. The following interviews also showed the fact.

- C : *Lagunya Is. Anak-anak udah tertarik tadi, udah perhatian semua ke videonya. Tapi sayangnya kurang keras, yang belakang jadinya denger kamu nyanyi aja.*
(I meant the song, Is. Students had interested to the song. They had attention to the video. But, it was low voice so some students in the back only listened to your singing.)
- R : *Iya ya, sayang banget, tapi mending daripada cycle satu itu ya?*
(Yes, but it was better than the song in the Cycle 1, right?)
- C : *Iya, ni kan ada videonya, anak-anak bisa tahu lirik juga.*
(Of course, this had the video. The students could know the lyrics.)
- R : *Em iya ya, manajemen waktu tadi udah pas belum?*
(Was the time management good or not?)
- C : *Iya, sip tadi dah pas.*
(Yes, the time management was good.)

R: Researcher C: Collaborator

Interview 36, Appendix E

- R : *Pengaturan waktu bagaimana bu?*
How about the time management?
- T : *Pas ya mbak.*
(It was good)
- R : *Iya bu, trimakasih bantuannya.*
(Okay, Ma'am. Thank you for your help)

R: Researcher T: Teacher

Interview 48, Appendix E

The good management of activities was also related to the students' behavior. In Cycle 1, students still made disruptive behavior such as making a noise in grouping or when the teacher explained. However, in Cycle 2, the disruptive students could be controlled by using routines and patterns accompanied by applying some rules and giving reward. The good management of activities could deal with the students' behavior. The activities were managed well to make them more settled or more quite as they were required to focus on the activities. The following data supported the improvement.

The researcher grouped students become eight groups which four students belonged to one group. The students were not noisy because there was no one moves in getting together in group. Some students only turned

their chair to their back. Some boys helped automatically the researcher to hand around the game set.

Field Note 6, Appendix D

R : *Gimana tadi?*

(What do you think (their behavior?))

C : *Oh iya yang tadi kalo menenangkan anak-anak udah pake English Yes I can ya, mereka langsung fokus lagi.*

(Oh yes, when you managed them by applying jargon 'English Yes I can', they merely focused again.)

R: Researcher C: Collaborator Interview 49, Appendix E

R : *Classroom manajemennya gimana bu?*

(How about the classroom management?)

T : *Secara umum dah bagus. Ada Yes I can, pengaturan kelompok juga bagus, tapi suara mbak kurang keras, kurang galak.*

(Generally, it was good. There was 'Yes, I can', the grouping management was also good, however your voice was less loud.)

R: Researcher T: Teacher Interview 41, Appendix E

In conclusion, there were some improvements dealing with students' behavior and the activities management as well as students' motivation, students' involvement, and media. Therefore, the researcher, the collaborator and the English teacher decided not to continue the cycle as the improvements were considered sufficient.

From the explanation above, the result of Cycle 2 was said to be valid because it was in line with the concept of process, dialogic and outcome validity. It meant that there were some improvements after implementation of actions which were supported by some data sources, such as field notes and interview transcripts. The result was also reliable because there were more than one observer in gathering the data. It was in line with the concept of investigator

triangulation. By considering the results showed in this cycle which had shown good improvements in some aspects, it was decided to stop the cycle.

3. General Findings

Based on the reflection of Cycle 1, the improvements were shown on the students' involvement, students' motivation, and the media used. However, there were still problems related to the time management and the students' behavior. Therefore, the researcher and the English teacher decided to continue the cycle. As the result in Cycle 2, it was found that the students improved in every indicator.

It indicates that the use of Fun learning activities and the accompanying actions were successful in improving teaching and learning process. As the result, there were changes that occurred during the implementation of the actions. Here is the summary of changes that happened before and after the actions were conducted.

Table 8: The Changes that Existed After the Implementation

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
Some students often made noise during the teaching and learning process.	The routines and patterns were used to deal with disruptive students. They were interested to the routines and patterns. However, some students still made noise during the activities.	The disruptive students could be dealt well. Some noisy students could be controlled. They did not make noise in Fun Learning activities. They focused on the activities because the rules and reward

		applied.
Students had low motivation in English teaching and learning process.	Most of them were willing to join in the activities and to learn the skills required. They were enthusiastic in every activities because of fun activities and interesting media.	The students' motivation in learning English was kept during the activities in cycle two. They were not bored in teaching and learning activities, even the disruptive students became like to learn English.
Activities lacked fun and variation.	The activities were fun and varied during the implementation. The students got new experience with some fun activities. However, the time management was less so it led to the ineffectiveness. Moreover, the procedure of some activities was difficult for students.	The time management could be conducted well in cycle two. All activities were conducted on time based on planning. The procedure could be done by the students. The fun learning activities were still interesting since the application were good in order.
Some students did not actively participate in English teaching and learning process.	The students got involved in the speaking activities. They paid attention and gave responses to the explanation. Most of them joint actively in activities.	The students kept their involvement during the activities. They still did the activities although the time was end.
The media used in the teaching and learning process were lack.	The media used were interesting to the students. The media could catch their attention and help them to acquire skills that were targeted. They could memorize vocabulary well helped by flashcards, and also colorful pictures and	The students were still interested to the media used. Even, they were more curious with the media used at the beginning of some activities. It led the effectiveness in acquire skills since the puppets,

	cards.	flashcards, colorful pictures in monitor and the board game set were used.
--	--------	--

The researcher and the English teacher discussed the result of this research as the final reflection. They agreed that the actions implemented were successful to improve the teaching and learning process focused on some problems. In other words, the objective of the research was achieved. Therefore, after the result of the last cycle had shown a good improvement in all aspects that were targeted, they decided to stop the cycle.

C. Research Discussion

This part analyzes the findings of Cycle 1 and Cycle 2 of the research to know whether the use of fun learning activities improves the teaching and learning process or not.

Based on the findings, after implementation the actions in Cycle 1, the students' improvement had not covered all aspects of research targets. Their motivation, involvement and interest of media improved. They enthusiastically played the games as they brought fun atmosphere of their playing world into the classroom. However, the activities were less ineffective still the time management could not applied well. Moreover, another problem emerged during the cycle, i.e. the students' behavior had not been dealt maximally. They still made noise in certain time during the actions.

Cycle 2 was conducted to overcome problems that emerged in the previous cycle. In this cycle, the fun learning activities were conducted in well-

managed time. The procedure of the games and grouping were demonstrated well to the students so they kept their interest to the activities as well as they could get the skills. The routines and patterns adding by rules and rewards were also successful to deal with disruptive behavior.

The reflection showed that the use of fun learning activities and the accompanying actions was successful to improve teaching and learning quality in every aspect. The following discussion shows how fun learning activities improve the teaching and learning process in the grade four of SDN Ngringin.

1. The fun learning activities were useful in improving students' motivation as the games gave fun atmosphere in learning context in the fourth grade of SDN Ngringin. As they were playing, the students were enthusiastic and interested during the teaching and learning process. The games used colorful pictures to help their comprehension and vocabulary. As a result, the students could improve skills and other objectives of the lesson.
2. From the finding, it could be inferred that the implementation of fun learning activities made the students' involvement improved. The games provided the students with a lot of joy during the learning activities. The actions were new for them since the students got bored before the research. Through the procedures of the activities, the students were encouraged to involve fully in the learning activities. In all cycles, students sustained their involvements in activities even the time was ended. The students automatically involved in the activities and no students left alone or did other activities outside lesson because the activities were suitable with their characteristics as pupils.

3. Before the actions, it was found out that the students rarely got varied and interesting media in teaching and learning process. Regarding to this, the media used as the actions could solve the problem. It could help them to acquire the language functions since the media provided the vocabulary and input for students before performing skills. For instance, the students could memorize vocabulary used in language functions helped by flashcards and the game sets.
4. The fun learning activities were varied and interesting for the students moreover they could be effective in application especially in Cycle 2. The classroom management was effective since they were supported by the well-manage time and good procedure of fun learning activities. The right procedure of fun learning activities especially the grouping management was useful to deal with the disruptive behavior such as making joke or going outside. Besides, the students who made noise could be dealt by invited to help the researcher. The rules were also effective to make them focus again in the lesson without making disruptive behavior. Moreover, the routine and pattern 'English, Yes I can' could catch their attention which led to their motivation in joining the lesson.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTION

The research was aimed at improving the teaching and learning process of the fourth at SDN Ngringin by using fun learning. In carrying out the research, the steps taken were identification and selection of the field of problems, planning, action, observation and reflections. The actions were implemented in two cycles.

There were many problems related to the quality of the teaching and learning process. However, the research was only focused on five feasible problems to be solved. They were students' low motivation, students' low involvement, the lack of media, students' disruptive behavior, and lack fun in the teaching activities.

A. Conclusion

In reference to the discussion in the previous chapter, it could be concluded that the implementation of the activities and the supporting actions successfully improved the quality of teaching and learning process. Here is the brief summary of the improvements.

1. The first improvement was the students' involvement. Before the action, only some students got involved in the teaching and learning process. After Cycle 1, most of students participated in the teaching and learning process. The students were enthusiastic to join the activities and achieved the objective of lesson. They were willing to join in group work actively. The findings in Cycle 2 showed that all students participated actively in teaching and learning process.

2. After the implementation, the students' motivation was improved. The students were motivated in joining the English teaching and learning. This was proven by students' willingness to start the game as soon as possible. In every activity, most of students looked happy even some boys who often make disruptive behavior. The boys often wanted to be number one in handing around the media of the activities, and also joined the activity well.
3. The next improvement was the use of media of the teaching and learning process. The media used were flashcards and cards which interesting and useful during Cycle 1. The students were interested to the flashcards and the cards. The media could be seen from the back, so all students could see the picture. Through the pictures, the students could know some vocabulary which can help them in using language function. In Cycle 2, the puppet, the poster, some colorful pictures in the monitor, some flashcards, and Board game set were interesting to the students. The media were beneficial to catch students' attention and to help students acquire the skills required.
4. The teaching activities were fun and effective. The fun learning activities could be conducted in well-managed time based on the planning. All activities were conducted based on planning. The procedure could be followed by the students. The fun learning activities were effective since the applications were good in order. The students found fun learning activities interesting. They liked the activities. Besides, they could understand the material of lesson through the activities.

5. The disruptive students could be dealt well. Some noisy students could be controlled. They did not make noise during the fun learning activities. They focused on the activities because of the procedure of fun learning activities accompanied by the rules and reward.

B. Implications

Based on the research discussion, the fun learning activities can be applied in the teaching and learning process of elementary school. The implications of the actions are presented below.

1. The fun learning activities were useful in improving students' motivation as the games gave fun atmosphere in learning context. As they were playing, the students were enthusiastic and interested during the teaching and learning process. The games provided the students with a lot of joy during the learning activities. The actions were new for them since the students got bored before the research. This is in line with Depdiknas (2008: 23) that encourage teachers to apply challenging games, stories, and songs to make the teaching process more interactive, interesting and meaningful.
2. From the finding, it could be inferred that the implementation of fun Learning activities made the students' involvement improved. Through the procedure of the activities, the students were encouraged to engage fully in the learning activities. In all cycles, students sustained their involvements in activities even the time was ended. The students automatically involved in the activities and no students left alone or did other activities outside lesson. The improvement was in line with theory from Meier about fun learning. Meier (2001: 36) states

that the 'fun' in the learning context means the arising of interest, the full involvement, the meaningfulness, the material mastery, and the enjoyment value. In other word, the fun learning conducted in the grade four as the research implementation had fulfilled the components of fun learning because the students' involvement improved.

3. It was found out that the students rarely got varied and interesting media in teaching and learning process. In fact, the media used in fun learning activities could solve the problem. It could help them to acquire the language learning since the media provided the vocabulary and input for students before performing skills. For instance, the students could memorize vocabulary used in language functions helped by flashcards and board game set. The games used colorful pictures to help their comprehension and vocabulary. It helped the students reach the objectives of the lesson. This was in line with Kline in Hernowo (2005: 17) who states that children will double the speed in learning when they get fun learning.
4. The fun learning activities were varied and interesting for the students moreover they could be effective in application especially in Cycle 2. The classroom management was effective since they were supported by the good-time management and good procedure of fun learning activities. The right procedure of fun learning activities especially the grouping management was useful to deal with the disruptive behavior such as making joke or going outside. Besides, the students who made noise could be dealt by invited to help the researcher. The rules were also effective to make them focus again in

the lesson without making disruptive behavior. Moreover, the jargon '*English!, Yes I can*' could catch their attention which led to their motivation in joining the lesson. The finding was in line with the theory from Brewster and Ellis that one of areas to create an effective learning environment is establishing routine. Brewster and Ellis (2004: 219) state that young children gradually become familiar with established classroom routines that help to make them feel confident.

C. Suggestions

1. For English Teachers of Elementary School

English teachers of elementary school need to create enjoyable atmosphere in the classroom to improve the quality of teaching and learning process. Fun learning activities can be used in the practice or production stage as one of the solutions to improve some aspects. The fun learning activities were more effective with good management of games procedure. However, it is necessary to provide the students rich input in the presentation stage. The input could be in the form of songs, picture presentations, listening activities, etc. To maintain the students' interest, different fun learning activities should be used in each topic.

2. For Students of English Education Department

Fun learning activities can be used when they practice teaching activities in micro teaching or PPL. The students who take English for Children packages can also apply the games for their practicum in elementary schools. The fun learning may be adapted from any resources.

3. For Other Researchers

The findings of the study may be used as references for other researchers who are interested in conducting research related to teaching process as well as the use of fun learning. The study was only focused on improving the teaching and learning process in fourth. However, it is expected that the other researchers study further the fun learning activities to find out more advantages, and to evaluate weaknesses or other aspects. Finally, the research hopefully other researchers make better improvements through better inventions of research.

4. For Material Developers and Textbook Writers

The use of fun learning activities could improve the teaching and learning process. The activities could be developed so more benefits could be given to the teaching and learning process of English. The material developers and textbook writers should be innovative to design the material for English lesson by using fun learning activities. To be design in a textbook, fun learning activities should be provided with attractive pictures and simple but challenging rules to attract the students. The activities could be developed so more benefits could be given to the teaching and learning process of English. However, it is expected that the writer study many references related the fun learning activities to gain out more advantages and effectiveness of the textbook.

References

- Brewster, Jean, Gail Ellis and Denis Girard. 2004. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: Longman. Burden, Paul R. & Byrd, David M. 1999. *Methods for Effective Teaching*. New York: Allyn and Bacon.
- Burns, Anne. 1999. *Collaborative Action Research For English Language Teachers*. Cambridge: Cambridge University Press.
- Burns, Anne. 2010. *Doing Action Research in English Language Teaching (A guide for Practitioners)*. New York: Routledge.
- Depdiknas. 2008. *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta: Departemen Pendidikan Nasional.
- De Porter, Bobby, et al. 1999. *Quantum Teaching*. Boston: Allyn and Bacon
- Doğan, Yunus, et al. 2012. *Teachers Views on the Effects of Fun Language Teaching on Students' Psychological, Social and Affective Domains*. <http://www.interdisciplinary.net/critical-issues/wp-content/uploads/2012/06/doganvidpaper.pdf>. Accessed on June 16, 2013
- Hadfield, Jill. 1984. *Elementary Communication Games*. Hong Kong: Thomas Nelson and Sons Ltd.
- Hernowo. 2005. *Menjadi Guru Yang Mau dan Mampu Mengajar Secara Menyenangkan*. Bandung: Mizan Learning Center.
- Hutchinson, Tom and Alan Waters. 1987. *English for Spesific Purposes A Learning-Centered Approach*. Cambridge: Cambridge University Press.
- Kidwell, Karen. 2013. *Characteristics of Highly Effective Teaching and Learning (CHETL)*. <http://education.ky.gov/curriculum/docs/pages/characteristics-of-highly-effective-teaching-and-learning-%28chetl%29.aspx>
- Kyriacou, Chris. 2009. *Effective Teaching in Schools: Theory and Practice*. Cheltenham : Nelson Thornes Ltd.
- Lewis, Gordon and Gunther Bedson. 2008. *Games for Children*. Oxford: Oxford University Press.

- Meier, Dave. 2000. *The Accelerated Learning Handbook: A Creative Guide to Designing and Delivering Faster, More Effective Training Program*. New York: The McGraw-Hill Companies, Inc.
- Olson, Matthew H. & Hergenhahn, B.R. 2009. *An Introduction to Theories of Learning: Eight Edition*. New Jersey: Person Education, Inc.
- Paul, David. 2003. *Teaching English to Children in Asia*. Hongkong: Pearson Education Asia Limited.
- Rachmawan, Davic. 2011. *Using Games to Improve the English Teaching Learning Process for The Students Of Fourth Grade Of Elementary School In SD N 1 Borobudur, Magelang in the Academic year of 2010/2011*. Universitas Negri Yogyakarta. Unpublished S-1 thesis.
- Scott, W.A. & Yteberg, L.H. 1990. *Teaching English to Children*. New York: Longman.
- Smaldino, Sharon E, et al. 2005. *Instructional Technology and Media for Learning, Eighth Edition*. New Jersey: Pearson Education, Inc.
- Tomlinson, Brian. 2008. *English Language Learning Materials, A Critical Review*. London: Continuum International Publishing Group.

APPENDIX A

COURSE GRID

IMPROVING ENGLISH TEACHING AND LEARNING QUALITY BY USING FUN LEARNING ACTIVITIES OF THE GRADE FOUR AT SD N NGRINGIN IN THE ACADEMIC YEAR OF 2013/2014

Cycle 1

Standard Competence	Basic Competence	Indicators	Learning Material				Fun Learning Activities	Resources in Fun Learning
			Topic	Vocabulary	Functions	Grammar		
2 <i>Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas</i>	2.2 <i>Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta barang dan memberi barang</i>	Students are able to: <ul style="list-style-type: none"> name the kinds of things in the classroom use the expression of asking for goods use the expression of giving goods 	Things in the classroom	a pen a pencil a book a bag a pencil case an eraser a ruler a piece of paper	Transactional <ul style="list-style-type: none"> Asking for goods Giving goods <p>Examples: A: Can I have a pen? B: Sure, here you are</p>	Can + I + have + noun? Example: Can I have a pen? Can I have a book?	Presentation 1. Teacher shows a pictures of things in the classroom and mentions it. 2. The vocabulary words about <i>things in the classroom</i> are introduced. 3. Students repeat after the teacher. 4. Teacher invites students to sing ' <i>Can I have a pen?</i> ' song together. 5. Teacher demonstrates how to use expression of asking and giving goods to some students. 6. Teacher invites students to say expression of asking and giving goods together. 7. Teacher corrects the	'Can I have a pen' song Card game Material: some cards contain picture and some cards contain written text with picture Procedure: 1. The players work in pair. 2. Each player takes a different card, one player take a card A and another take a card B, and vise versa. 3. Each pair make

						<p>students' mistakes</p> <p>Practice</p> <p>1. Teacher asks students to prepare some kinds of classroom stationary. Teacher says an expression of asking goods "Can I have a?", the students have to use an expression of giving goods correctly while .</p> <p>2. Students say an expression asking goods to the teacher "<i>Can I have a ...?</i>" based on picture shown by teacher. After saying together as a whole class, students in each row say an expression of asking goods together.</p> <p>3. Some students demonstrate voluntary an expression of asking and giving goods.</p> <p>4. Then, Students are invited to play Game card.</p> <p>5. Students in pair practice to have dialogues of asking and giving goods based on the game cards.</p> <p>Production</p>	<p>dialogue based on the cards.</p> <p>4. 'Things in the middle' game</p> <p>5. Material: some pictures, a dice for each team</p> <p>6. Procedure:</p> <p>7. This game is for 5-6 players.</p> <p>8. In turn, the players roll the dice. They must obey the rules given before.</p> <p>9. If a player rolls 1,2, 3, 4, he or she say "Can I have....?". The things in the middle can be used by the player if he or she have nothing to be given to others. However, before asking for a goods, the player should know what kinds of things the middle.</p> <p>10. When only one child has thing left, he or she wins the game.</p> <p>11. The game may end</p>
--	--	--	--	--	--	--	--

							<ol style="list-style-type: none"> 1. Students listen to the rules of the game. 2. After they understand, students are grouped to six groups. 3. Students receive some cards and the dice. 4. Students play 'Things in the middle' game in groups. 5. Teacher monitors students in playing game. 	since all the players have expressed asking and giving things.
<p>3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas</p>	<p>3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana</p> <p>3.2 Memahami kalimat dan pesan tertulis sangat sederhana</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • Read aloud the sentences/text correctly. • Understand the meaning of the public notices and directions. 	<p>Public Notices and Directions</p>	<p>Public notices and directions</p> <ul style="list-style-type: none"> • No parking • no smoking • slippery • no littering • stop • dangerous! • Keep silent • No fishing • Turn left • Turn right 	<p>Imperative text:</p> <ul style="list-style-type: none"> • No parking • no smoking • slippery • no littering • stop • dangerous! • Keep silent • No fishing • Turn left • Turn right 		<p>Presentation</p> <ol style="list-style-type: none"> 1. Teacher shows kinds of public notices. 2. Teacher asks students to guess what the meaning of the public notices and directions. 3. Teacher tells the meaning of direction. 4. Students pay attention and listen how the teacher reads the public notices sentences. 5. Teacher still shows some pictures and reads aloud the sentences of public notices, then the students repeat. 6. Teacher checks students' comprehension. 	<p>Chain word game</p> <p>Material: Some cards containing picture containing picture and written text of public notices and directions</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. In each row, students in the right chair and the left chair. 2. Students who sit on the right chair of all row as team B, and students who sit on the right chair as team A.

							<p>Practice</p> <ol style="list-style-type: none"> 1. Teacher points sentences of public notices to students, students read aloud together. 2. After reading together, students are invited to play Chain Word game. 3. Students in each row read aloud public notices. 4. After finish it, the students play matching game in pairs. 5. Teacher monitors the students. <p>Production</p> <ol style="list-style-type: none"> 1. Students receive a set of game. 2. Teacher explains the rule of game. 3. Students start to play crossword game individually. 4. Students put the game set on the desk after they finish. 	<ol style="list-style-type: none"> 3. In the first session, all members of team A will read aloud the cards, and team B will check team A. 4. At first, the students as team A and team B in front of the row receive some cards. 5. After they A read the cards and team B check it, the cards will be given to the students behind them, and go on and on until the last students at the back. 6. After all rows play their role, the session two is conducted. 7. The procedure is same, except the role of the team. <p>Matching game Material: A handout containing pictures and written text.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. The students work in pair. 2. They are given the
--	--	--	--	--	--	--	---	--

								<p>handout.</p> <p>3. After the teacher instruct them to play, they should match the pictures with the written text by making line.</p> <p>Crossword game Material: a crossword paper Procedure: 1.The students play individually. 2.They should fill the blank crossword with the suitable pictures about public notices and directions.</p>
--	--	--	--	--	--	--	--	--

Cycle 2

Standard Competence	Basic Competence	Indicators	Learning Material				Fun Learning Activities	Resources in Fun Learning
			Topic	Vocabulary	Functions	Grammar		
1. <i>Memahami</i>	1.1 <i>Merespon</i>	Students are able to:	Body and face	Parts of body: head, face,	• Instructions: - Touch	• Instructions: imperative	Presentation 1. Teacher asks about parts	‘ <i>Head, Shoulder, Knees, and Toes</i> ’ song.

instruksi sangat sederhana dengan tindakan dalam konteks kelas	dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas	<ul style="list-style-type: none"> names parts of body and face do the instructions related to the parts of body and face 		shoulders, arms, hands, fingers, legs, knees, foot/feet, toes Parts of face: eyes, ears, nose, mouth Demonstrative pronoun: this, that, these, those Directions: left and right	your head, please. - Touch your nose, please. - Touch your right ear, please - Hold your left arm, please. - Hold your knees, please. - Hold my shoulder, please. - Look at your all fingers, please. - Look at my eyes, please. - Look at your toes, please - Comb your hair, please - Nod your head,	e verb + pronoun + noun Simple present tense: S + verb + O + Adverb	of body and face to students. 2. Teacher uses a poster to introduce the parts of body. 3. All list of vocabulary are introduced to the students. 4. Teacher mentions parts of body and face one by one, then students repeat after the teacher. 5. Teacher invites students to sing ' Head, Shoulder, Knees, and Toes ' song. Practice 1. Teacher invites students to play Simon Says game by explaining the rules first. 2. Teacher uses a puppet as a Simon character. 3. Students play 'Simon Says' game. 4. Teacher invites students voluntary to come in front of the class. 5. The student is given instruction and student responds the instruction. 6. Next, the student gives an instruction to his/her friends as the teacher do before. Production	Simon Says game Material: A puppet Procedure: 1. The players stand in spaces between rows in classroom. 2. The players are quiet and listen to the teacher. 3. By playing the puppet, the teacher call out a command such as "Simon Says: touch your nose, please". 4. The players must do what teacher say. 5. The teacher call out a command without say 'Simon says'. If the children do the action they are sitting down. 6. At least, there are ten children left in the games to end this game. 7. All players stand up again.
--	---	---	--	---	--	---	--	--

					<p>please.</p> <ul style="list-style-type: none"> - Clean your mouth, please. - Clap your hands, please. - Wash your face, please. • Asking and giving information about parts of body and face: - Asking: <i>What is this?</i> - Answering: <i>This is my foot.</i> 		<ol style="list-style-type: none"> 1. The students are divided as two big groups. 2. Each one player of team faces a player of other team. 3. The rules of 'versus game' are explained. 4. Students play 'Versus Game' and they are monitored by the teacher. 	<ol style="list-style-type: none"> 8. The teacher call one player to stand up facing others. 9. The teacher give commands to the player. 10. The player must give the same instruction to other players. <p>Versus Game Material: some flash cards about the parts of body and face</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. This game consists of two big teams who compete each other namely team A and team B. 2. Team A sit in the right chair and team B sit in the left chair, so two students in the table are separated as team A and team B. 3. Each team has some pictures of parts of the body. 4. Each player from
--	--	--	--	--	---	--	---	---

								<p>team A should face the player from team B. They should give a command to the opponent based on a picture he/ she has.</p> <p>5. The player who responds instruction correctly, he/she gets a smiley as a score.</p>
<p>2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas</p>	<p>2.1 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengajak</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> Know the school facilities use the expression of inviting 	<p>My school</p>	<p>Masjid/mosque, canteen, classroom, teacher's room, yard, parking area, library, principal's room</p>	<p>Invitation:</p> <ul style="list-style-type: none"> Let's go to masjid Let's go to canteen Let's go to canteen Let's go to yard Let's go to library Let's go to principal's room Let's go to teacher's room 	<p>Present tense: S + verb + O + Adverb</p> <p>Let + us + go + to masjid</p>	<p>Presentation</p> <ol style="list-style-type: none"> Teacher shows pictures of school facilities. Students repeat after the teacher. Teacher demonstrates how to use expression of inviting to go. Teacher invites students to say expression of inviting together. Teacher corrects the students' mistakes. <p>Practice</p> <ol style="list-style-type: none"> Teacher invited students to play Speech Bubbles game. Students listen to the rules of game given by teacher. Teacher checks their understanding of the rules. 	<p>Speech Bubble Material: a set of comic strips</p> <p>Procedure:</p> <ol style="list-style-type: none"> The students play Speech Bubble in pair. Every pair is given comic strips which are blank. They try and work out what is being said. Then, the students do role play the scripts in the Speech Bubble. <p>School Board Game</p>

					<p>Responses: Yes Sure Okay Of course</p>	<p>4. After they understand, students play Speech bubbles game in pair. 5. Teacher monitors and gives feedback to the student in playing game.</p> <p>Production 1. Students play School Board game again. 2. Teacher distributes a set of <i>School Boardgame</i> to each group. 3. The students start to play School Boardgame. 4. Teacher monitors students and gives feedback to students.</p>	<p>Material: a set of board game Procedure:</p> <ol style="list-style-type: none"> 1. The first student rolls the dice. 2. Then he/she counts the squares to find out the room to go in. 3. Before moving the counter, he/she invite the next player by saying '<i>let's go to the library?</i>' for example. 4. After the next player answer, the first player moves the counter. He/she gets coins based on the number on the square. 5. The next player rolls the dice and so on. 6. After the time is up or there are no more coins, the children count the coins they have got. The child with the most coins wins the game.
--	--	--	--	--	---	---	---

4. <i>Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas</i>	4.1 <i>Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti: ucapan selamat dan pesan tertulis</i>	Students are able to: • Know the parts of birthday card • Copy the simple birthday card correctly	Happy birthday invitation	happy (adj) birthday (n) age (n) year (n) old (adj) bless (v) God (n) you (n) tenth ninth eleventh (num)			<p>Presentation</p> <ol style="list-style-type: none"> Teacher asks about whose birthday is today? Students respond that there are two students get birthday on the currently month. Teacher invites students to sing ‘Happy birthday’ song. A poster is used as media to introduce birthday card to the students. Teacher invites students to read birthday card and understand every parts. Students pay attention to the parts of birthday card. Teacher demonstrates how to write a birthday card in whiteboard. <p>Practice</p> <ol style="list-style-type: none"> Teacher asks students to work in groups that include 4 students for each group. Teacher explains about the rule of Ransom Note game. Students play Ransom Note game in group. 	<p>‘Happy birthday’ song.</p> <p>Birthday Ransom game</p> <p>Material for each team: A blank half of quarto paper Lots of English-language magazine or news paper, glue, lots of colored pictures</p> <p>Procedure:</p> <ol style="list-style-type: none"> The class is divided into 8 groups which one group consist of 4 students. The children sit together at desks around the classroom. Each group is given by the game material. The players should make a birthday card by arranging the English-language magazines like a ransom note.
---	---	---	---------------------------	--	--	--	--	--

							<p>Production</p> <ol style="list-style-type: none"> 1. The students are invited to do Birthday card project. 2. The students make a birthday card individually. 3. They decorate a birthday card as their creativity. 4. Teacher monitors their work. 5. Students submit their project after finishing. 	<ol style="list-style-type: none"> 4. Each group stick their birthday card to the wall or white board. 5. The students and the researcher discuss their project result. <p>3. Birthday card project</p> <ol style="list-style-type: none"> 1. Students get a piece of paper which contain a picture as a frame of birthday card decoration. 2. Students write expression of birthday congratulation individually. 3. Students can decorate the birthday card.
--	--	--	--	--	--	--	--	---

APPENDIX B

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SD N Ngringin
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IV/1
 Tema : *Things in the Classroom*
 Aspek/Skill : Mendengarkan - Berbicara
 Alokasi Waktu : 3x 35 menit

A. Standar Kompetensi

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

2.2. Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta barang dan memberi barang.

C. Tujuan Pembelajaran

Siswa dapat menggunakan ungkapan memberi dan menerima barang dengan tepat, lancar dan berterima.

D. Indikator

1. Siswa dapat menyebutkan benda-benda yang ada di dalam kelas.
2. Siswa dapat menggunakan ungkapan memberi barang dengan tepat.
3. Siswa dapat menggunakan ungkapan menerima barang dengan tepat.

E. Materi Pembelajaran

a. *Language functions:*

Transactional

- Asking for goods
- Giving goods

Examples:

A: Can I have a book? /kæn/ /aɪ/ /hæv/ /ə/ /bʊk/

B: Sure. Here's a book. /ʃʊːr/ /hɪəˈs/ /ə/ /bʊk/

A: Thank you /θæŋk/ /juː/

b. Grammar:

Present tense: Can + I + have + noun?

c. Vocabulary

<i>Things in the classroom</i>	<i>Pronunciation</i>
a pen	/ə/ /pen/
a book	/ə/ /bʊk/
a bag	/ə/ /bæg/
a pencil	/ə/ /'pen t .s ə l/
a pencil case	/ə/ /'pen t .s ə l/ /keɪs/
scissors	/ə/ /'sɪz.əz/
a ruler	/ə/ /'ruː.lə r/
a sharpener	/ə/ /'ʃɑː.p ə n.ə r/
a crayon	/ə/ /'kreɪ.ɒn
a piece of paper	/ə/ /piːs/ /əv/ /'peɪ.pə r/
an eraser	/ən/ /ɪ'reɪ.zə r/

F. Teknik : PPP

G. Langkah-langkah Kegiatan (*Procedure*)

a. Kegiatan Pendahuluan (5')

- 1) Tanya jawab berbagai hal terkait kondisi siswa
- 2) Guru menanyakan nama barang-barang yang ada di dalam kelas.

b. Kegiatan Inti

1) Presentation (20')

- Guru menyebutkan sambil menunjukkan gambar-gambar benda yang ada di dalam kelas dengan flashcards.
- Siswa melihat gambar dan mengucapkan nama benda-benda tersebut.
- Guru memperdengarkan lagu '*Can I have a pen?*' kepada siswa.
- Siswa mendengarkan guru dan menyanyikan lagu '*Can I have a pen?*' bersama-sama.
- Guru mendemonstrasikan bagaimana menggunakan ekspresi kepada beberapa siswa di baris depan.
- Guru melatih anak-anak untuk mengucapkan ekspresi memberi dan meminta.
- Guru memastikan pemahaman siswa.

2) Practice (30')

- Guru meminta semua siswa untuk menyiapkan beberapa jenis benda di kelas. Guru menggunakan ekspresi meminta barang '*Can I have a?*' Siswa harus menggunakan ekspresi memberi barang dengan tepat.
- Siswa bersama-sama menggunakan ekspresi meminta barang kepada guru '*Can I have a?*' sesuai dengan kartu yang ditunjuk guru. Setelah bersama-sama, siswa berlatih setiap baris menggunakan ekspresi meminta barang pada guru.

- Siswa secara sukarela maju ke depan memperagakan ekspresi meminta dan memberi barang
- Siswa berlatih bercakap-cakap dalam memberi dan meminta barang berdasarkan *game cards* secara berpasangan.

3) Production (45')

- Guru menjelaskan peraturan permainan kepada siswa.
- Guru mengecek pemahaman siswa tentang peraturan permainan.
- Setelah siswa mengerti, siswa dikelompokkan menjadi beberapa grup.
- Setiap grup mendapatkan kartu berisi gambar *things in the classroom*.
- Guru memberi aba-aba mulai permainan.
- Siswa bermain '*Things in the Middle game*'.
- Guru memonitor siswa dalam melakukan aktivitas permainan.

c. Kegiatan Penutup (5')

- Guru memberikan masukan tentang aktivitas siswa.
- Guru menanyakan kesulitan siswa selama PBM.
- Guru mengajak siswa untuk menyimpulkan materi pembelajaran.
- Guru mengakhiri pelajaran dengan mengucapkan salam.

H. Sumber Belajar

- Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- www.SuperSimpleSong.com
- Gambar-gambar

I. Penilaian

- Teknik : Observation

b. Bentuk : Performance

c. Instrumen : *Assesment chart*

No.	Nama Siswa	Penilaian		
		Lancar (10-40)	Akurat (10-30)	Berterima (10-30)

Sleman, Agustus 2013

Guru Mata Pelajaran

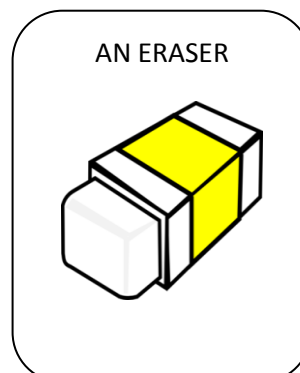
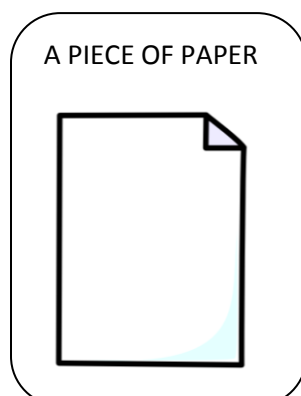
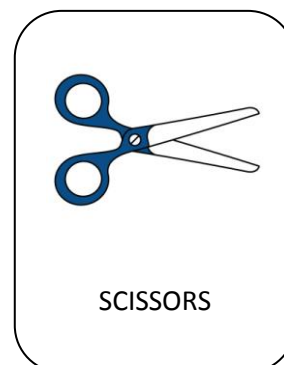
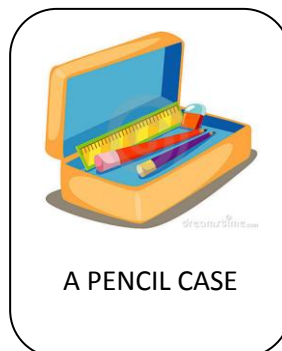
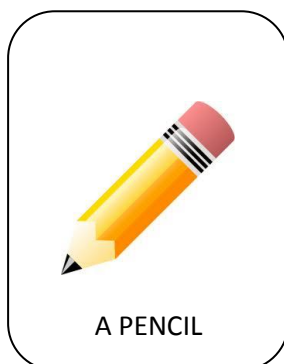
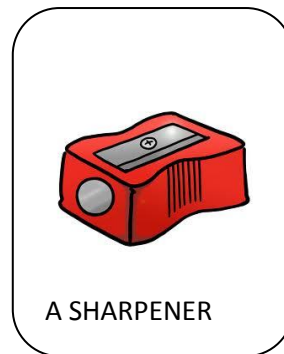
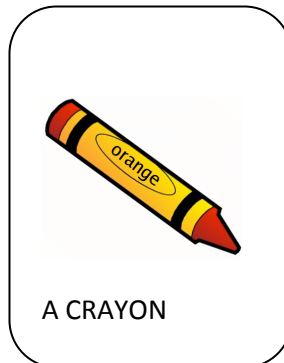
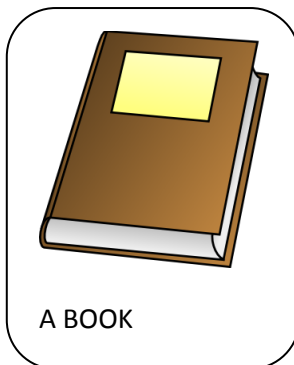
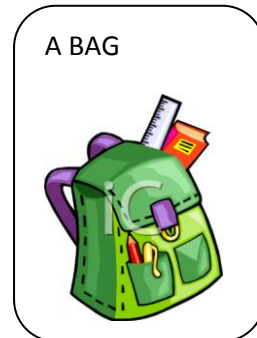
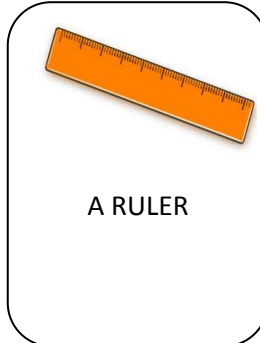
Peneliti

Erna Sulistyaningsih

Isti Hardiyanti

Can I Have a Pen?

Look at the pictures. Listen to your teacher and repeat.





Sing a Song

Can I Have a Pen?

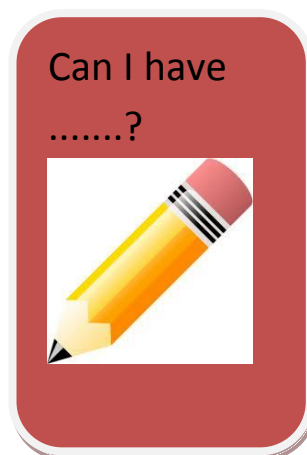
Can I, Can I, Can I have a pen?

Sure, sure, sure, sure. Here's a pen.

Can I, Can I, Can I have a book?

Sure, sure, sure, sure. Here's a book.

Look at the picture and practice with your friends.



Note:

Card A: a clue to ask for good to your friend

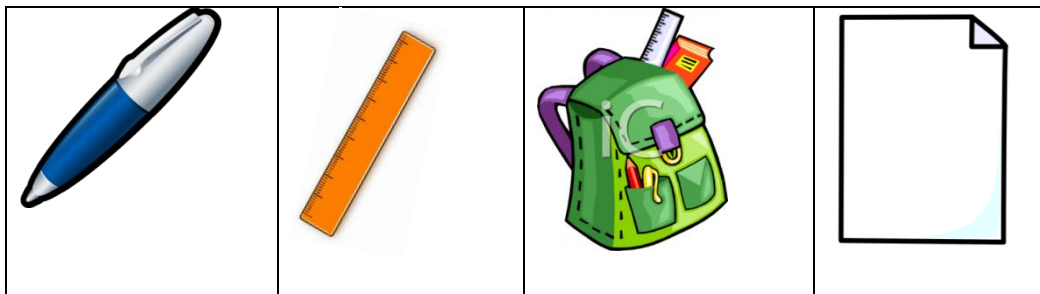
Card B: a clue to giving good

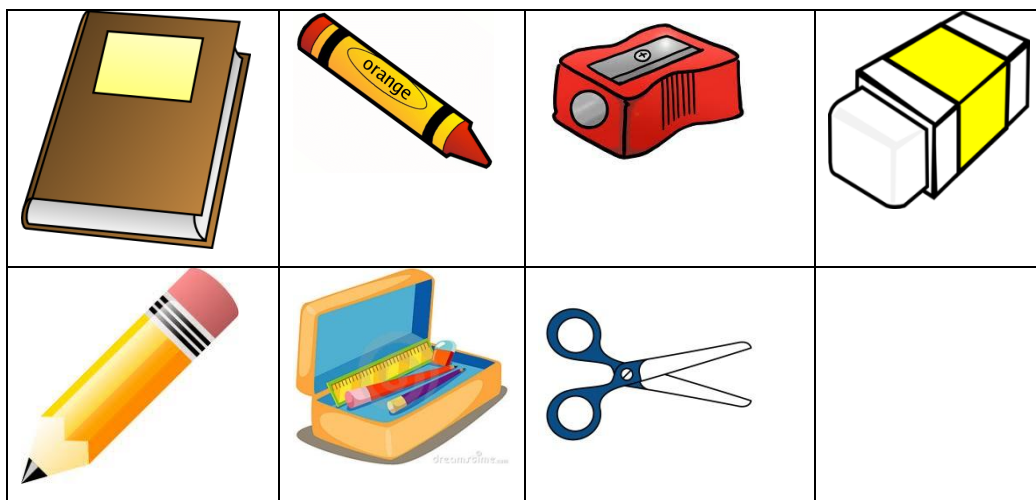
Play 'Things in the Middle' game



Read the rules

If you roll	
1 or 2	<p><i>ask a thing to the player on your left</i> minta barang dari temenmu sebelah kiri</p>
3 or 4	<p><i>ask a thing to the player on your right</i> minta barang dari temanmu sebelah kanan</p>
5	<p><i>put one of your things in the middle</i> taruh salah satu benda yang kamu miliki di tengah</p>
☆	<p><i>Ask a good in the middle to all player</i> mintalah satu barang di tengah pada semua pemain</p>





RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SD N Ngringin
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IV/1
 Tema : *Public Notices and Directions*
 Aspek/Skill : Membaca
 Alokasi Waktu : 70 menit

A. Standar Kompetensi

3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana.

3.2 Memahami kalimat dan pesan tertulis sangat sederhana.

C. Tujuan Pembelajaran

Siswa dapat mengerti dan memahami kalimat-kalimat terkait ‘public notices and directions’ dengan tepat.

D. Indikator

1. Siswa dapat mengenal ‘*Public Notices and Directions*’.
2. Siswa dapat mengerti arti dari ‘*Public Notices and Directions*’.

E. Materi Pembelajaran

- a. Topic: Public Notices and Directions
- b. Vocabulary:
 - No Littering
 - No Parking

- | | |
|--------------|---------------|
| ▪ Stop! | ▪ Turn Right |
| ▪ Dangerous! | ▪ No Fishing |
| ▪ Slippery! | ▪ Keep Silent |
| ▪ Turn Left | ▪ No Smoking |

F. Teknik : PPP

G. Langkah-langkah Kegiatan (*Procedure*)

a. Kegiatan Pendahuluan (5')

- 1) Tanya jawab berbagai hal terkait kondisi siswa
- 2) Guru bertanya jawab apa itu public notices.

b. Kegiatan Inti

1) Presentation (15')

- Guru menunjukkan gambar jenis public notices sambil menyebutkan satu per satu.
- Siswa memperhatikan bagaimana guru membaca setiap public notices.
- Guru masih menunjukkan gambar dan membacakan public notices, kemudian siswa menirukan.

2) Practice (25')

- Guru menunjuk kalimat terkait 'public notices' kepada siswa, siswa membaca nyaring kalimat bersama-sama
- Setelah bersama-sama, siswa setiap baris membaca public notices.
- Guru mengajak siswa berlatih membaca nyaring dengan menunjukkan gambar satu persatu kepada siswa.
- Siswa bermain 'chain word game' sesuai peraturan yang dijelaskan oleh guru.

- Setelah selesai, siswa bermain 'matching game' secara berpasangan dengan aturan mereka harus mencocokkan gambar dengan kata yang tepat.

3) Production (20')

- Siswa diberikan media permainan.
- Siswa mendengarkan penjelasan tentang aturan permainan.
- Siswa mulai bermain 'Crossword game' individually.
- Siswa mengumpulkan media permainan setelah selesai.

c. Kegiatan Penutup (5')

- Guru memberikan masukan tentang aktivitas siswa.
- Guru menanyakan kesulitan siswa selama PBM.
- Guru mengajak siswa untuk menyimpulkan materi pembelajaran.
- Guru mengakhiri pelajaran dengan mengucapkan salam.

H. Sumber Belajar

Games for Children, Gordon Lewis and Gunther Bedson, Oxford University Press

Gambar-gambar 'Public Notices and Directions'

I. Penilaian

- Teknik : Observation
- Bentuk : Performance
- Instrumen : *Assessment chart*

Arti tanda: ✓: sudah tercapai

- : belum tercapai

Indikator Nama Siswa	Siswa dapat mengenal <i>Public Notices and Directions</i> .	Siswa dapat mengerti arti dari <i>Public Notices and Directions</i> .

Sleman, Agustus 2013

Guru Mata Pelajaran

Peneliti

Erna Sulistyaningsih,S.Pd

Isti Hardiyanti

PUBLIC NOTICES AND DIRECTIONS

Read aloud the notices and directions











 <p>TURN RIGHT</p>	 <p>DANGEROUS</p>	 <p>NO LITTERING</p>
 <p>NO FISHING</p>	 <p>TURN LEFT</p>	 <p>NO PARKING</p>
 <p>KEEP SILENT</p>	 <p>SLIPPERY</p>	 <p>STOP</p>
 <p>NO SMOKING</p>		

Play Chain Word game

Pay attention to your friend in reading. Give a tick (V) if your friend reads aloud *the public notices and directions.*

Name of your friend

No	<i>Public notices and direction</i>	<i>Give a tick (V)</i>
1	<i>No littering</i>	
2	<i>No fishing</i>	
3	<i>Stop</i>	
4	<i>No parking</i>	
5	<i>Turn left</i>	
6	<i>Turn right</i>	
7	<i>Dangerous</i>	
8	<i>Slippery</i>	
9	<i>No smoking</i>	
10	<i>Keep silent</i>	

example:						
		DANGEROUS				
		NO SWIMMING				
		TURN LEFT				
		NO FISHING				
		TURN RIGHT				
		SLIPPERY				
		STOP				
		NO SMOKING				
		NO LITTERING				
		NO PARKING				
		KEEP SILENT				

LET'S PLAY CROSSWORD GAME !

NO FISHING

NO PARKING

TURN RIGHT

SLIPPERY

TURN LEFT

NO SMOKING

KEEP SILENT

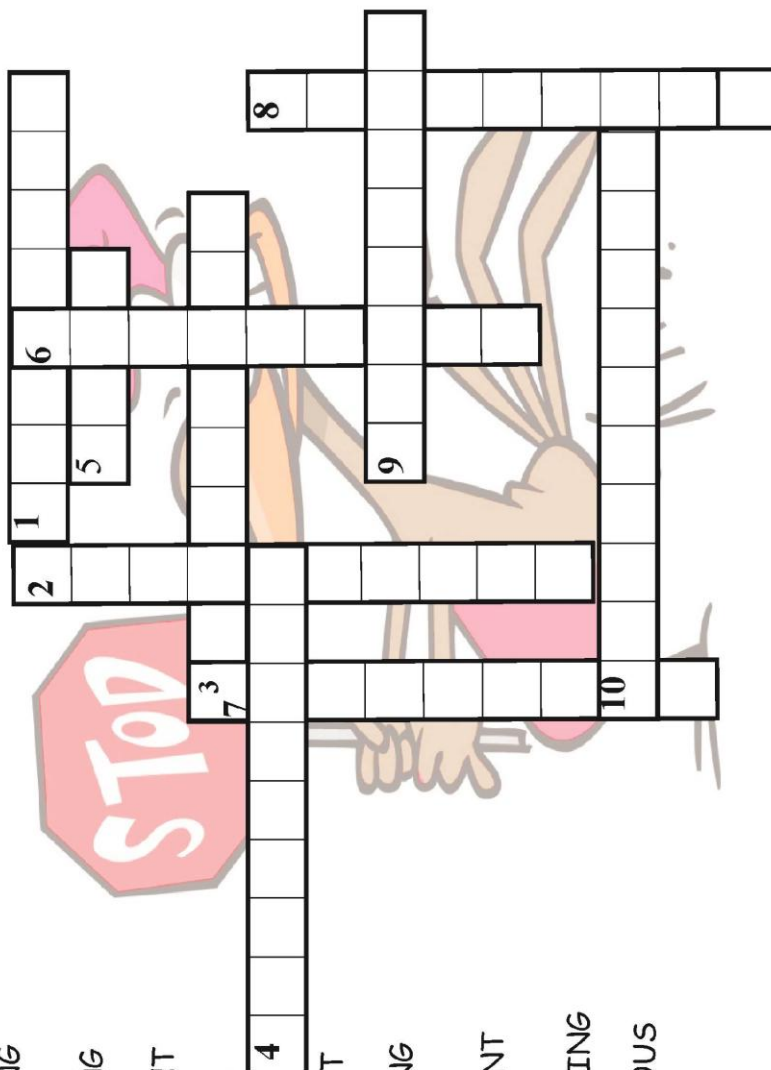
NO LITTERING

DANGEROUS

STOP



down



across



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SD N Ngringin
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IV/1
 Tema : *Parts of Body and Face*
 Aspek/Skill : Mendengarkan
 Alokasi Waktu : 2 x 35 menit

A. Standar Kompetensi

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

B. Kompetensi Dasar

- 1.1 Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat merespon aba-aba dengan melakukan tindakan dengan tepat.

D. Indikator

1. Siswa dapat menyebutkan jenis-jenis bagian tubuh dan wajah.
2. Siswa dapat merespon aba-aba terkait dengan bagian tubuh dan wajah dengan tepat.

E. Materi Pembelajaran

- a. *Language functions:*

Exchanges: Instruction

Instructions	Pronunciation	Responses	
		action	orally
Touch your head, please	/tʌtʃ/ /jɔ: r/ /hed/ , /pli:z/	Put the hand to the head	Sure OK Yes
Touch your nose, please	/tʌtʃ/ /jɔ: r/ /nouz/ /pli:z/	Put the hand to the nose	
Touch your left ear, please	/tʌtʃ/ /jɔ: r/ /left/ /lɛ r/ , /pli:z/	Put the hand to the right ear	
Hold your right arm, please	/hoʊld/ /jɔ: r/ /raɪt/ /ɑ:rm/ , /pli:z/	Hold the left arm	
Hold your knees, please	/hoʊld/ /jɔ: r/ /ni:z/ , /pli:z/	Hold the knees	
Look at your fingers, please	/lʊk/ /æt/ /jɔ: r/ /'fɪŋ.gə rɪs/ , /pli:z/	Direct the eyes to the fingers	
Comb your hair, please	/koʊm/ /jɔ: r/ /her/ /pli:z/	Act to comb the hair using a hand	
Brush your teeth, please	/brʌʃ/ /jɔ: r/ /ti:θ/ , /pli:z/	Act to clean the mouth using hand	
Clap your hands, please	/klæp/ /jɔ: r/ /hænds/ /pli:z/	Hit the hands together to make short loud noise	
Wash your face, please	/wɑ:ʃ/ /jɔ: r/ /feɪs/ /pli:z/	Act to wash the face using hands	

Asking and Giving Information

Questions	Answers
What is it?	It is....
What is that?	That is...
What are those?	Those are..
What are these?	There are...

b. Vocabulary

Head (n), shoulders(n), arms (n), hands (n), fingers (n), legs (n), knees (n), foot/feet (n), toes (n), teeth (n), nose (n), eyes (n), ears (n), wash (v), touch (v), comb (v), clap (v), look (v), hold (v), your (det), my (det), his/ her (det)

F. Teknik : PPP

G. Langkah-langkah Kegiatan (*Procedure*)

a. Kegiatan Pendahuluan (5')

- 1) Tanya jawab berbagai hal terkait kondisi siswa
- 2) Guru menanyakan apakah siswa tahu bagian-bagian tubuh manusia.

b. Kegiatan Inti

1) Presentation (20')

- Guru menanyakan nama bagian-bagian tubuh pada siswa.
- Guru menggunakan gambar untuk mengenalkan nama-nama bagian tubuh dan wajah yang ditampilkan melalui LCD projector.
- Guru menyebutkan nama bagian tubuh dan wajah satu persatu, ditirukan oleh semua siswa.
- Guru mengajak siswa bernyanyi lagu '*head, shoulder, knees, and toes?*' song.

2) Practice (30')

- Guru mengajak siswa bermain '*Simon Says*' dengan menjelaskan peraturannya terlebih dahulu.
- Siswa bermain '*Simon Says*'.
- Guru mengajak siswa secara sukarela untuk maju ke depan untuk diberi aba-aba, setelah itu siswa memberi aba-aba kepada teman-temannya seperti yang dikatakan guru sebelumnya.
- Siswa berlatih memberi dan melakukan aba-aba secara berpasangan.

3) Production (45')

- Siswa dikelompokkan menjadi dua kelompok besar, siswa yang duduk di sebelah kanan meja menjadi kelompok A, para siswa yang duduk di sisi kiri menjadi kelompok B.
- Siswa mendengarkan peraturan permainan *Versus game*.
- Setiap satu anggota grup melawan satu anggota grup yang duduk dalam satu meja, dimana jika satu anak memberi aba-aba, yang lain melakukan aba-aba.
- Siswa mulai bermain *Versus Game* yang dimonitor oleh guru.

d. Kegiatan Penutup (5')

- Guru memberikan masukan tentang aktivitas siswa.
- Guru menanyakan kesulitan siswa selama PBM.
- Guru mengajak siswa untuk menyimpulkan materi pembelajaran.
- Guru mengakhiri pelajaran dengan mengucapkan salam.

H. Sumber belajar:

- a. *Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press

- b. *Teaching English to Children in Asia*, David Paul, Pearson Education Asia Limited 2003
- c. www.youtube.com

I. Penilaian



- a. Teknik : *peer assessment*
- b. Bentuk : Tes unjuk kerja
- c. Instrumen : permainan yang berisi perintah

J. Rubrik Penilaian

- a. Teknik : *peer assessment*
- b. Bentuk : *Performance*

Give a thick (v) on smiley table if the movement is right. Give a thick (v) on oops table if the movement is wrong.

Name of your friend : _____

Respond with the action		
Touch your nose		
Touch your left ear		
Hold your right arm		
Hold your knees		
Touch your head		
Look at your fingers		
Comb your hair		
Wash your face		
Brush your teeth		
Clap your hands		

Sleman, Agustus 2013

Guru Mata Pelajaran

Peneliti

Erna Sulistyaningsih,S.Pd

Isti Hardiyanti

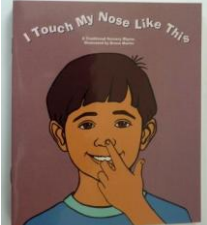


PARTS OF BODY

Look at the body pictures. What are the parts of body?

Our Amazing Bodies



Listen to your teacher and Do

			<p>HOLD YOUR KNEES, PLEASE</p>
<p>TOUCH YOUR NOSE, PLEASE</p>	<p>TOUCH YOUR LEFT EAR, PLEASE</p>	<p>HOLD YOUR RIGHT ARM, PLEASE</p>	

 <p>TOUCH YOUR HEAD, PLEASE</p>	 <p>LOOK AT YOUR FINGERS, PLEASE</p>	 <p>WASH YOUR FACE, PLEASE</p>	 <p>COMB YOUR HAIR, PLEASE</p>
	 <p>BRUSH YOUR TEETH, PLEASE</p>	 <p>CLAP YOUR HANDS, PLEASE</p>	

Let's play 'Simon Says' game





Let's Play Versus game



Give a thick (v) on smiley table if the movement is right. Give a thick (v) on oops table if the movement is wrong.

Name of your friend : _____

Respond with the action		
Touch your nose		
Touch your left ear		
Hold your right arm		
Hold your knees		
Touch your head		
Look at your fingers		
Comb your hair		
Wash your face		
Brush your teeth		
Clap your hands		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SD N Ngringin
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IV/1
 Tema : *Our School*
 Aspek/Skill : Berbicara
 Alokasi Waktu : 2 x 35 menit

A. Standar Kompetensi

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

2.3. Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengajak

C. Tujuan Pembelajaran

Siswa dapat menggunakan ungkapan mengajak tepat, lancar dan berterima.

D. Indikator

1. Siswa dapat menyebutkan fasilitas sekolah.
2. Siswa dapat menggunakan ungkapan mengajak dengan tepat, lancar, dan berterima.

E. Materi Pembelajaran

a. *Language functions:* **Invitation**

Examples:

A: Let's go to the canteen

B: Okay

b. Grammar:

Present tense: Let+us+go+to the canteen

c. Vocabulary

Library	Parking area
Mosque	Principal's room
Canteen	Toilet
Classroom	Yard
Teacher's room	Karawitan room

d. pronunciation

Inviting expressions	Pronunciation	Responses	Pronunciation
Let's go to the mosque	/lets/ /goʊ/ /tʊ/ /ðə/ /ma:sk/	Okay	/,əʊ 'keɪ/
Let's go to the canteen	/lets/ /goʊ/ /tʊ/ /ðə/ /kæn'ti:n/	Yes	/jes/
Let's go to the toilet	/lets/ /goʊ/ /tʊ/ /ðə/ /'tɔɪ.lət/	Of course	/ɒv/ /kɔ:s/
Let's go to the teacher's room	/lets/ /goʊ/ /tʊ/ /ðə/ /'ti:tʃə r s/ /rʊm/		
Let's go to the classroom	/lets/ /goʊ/ /tʊ/ /ðə/ /'kla:s.ru:m/		
Let's go to the parking area	/lets/ /goʊ/ /tʊ/ /ðə/ /'pɑ:.kɪŋ/ /'eə.ri.ə/		
Let's go to the library	/lets/ /goʊ/ /tʊ/ /ðə/ /'laɪ.brər.i/		
Let's go to the karawitan room	/lets/ /goʊ/ /tʊ/ /ðə/ /karawitan /rʊm/		
Let's go to the yard	/lets/ /goʊ/ /tʊ/ /ðə/ /jɑ:rd/		

Let's go to the principal's room	/lets/ /goʊ/ /tə/ /ðə/ /'prɪn t .sɪ.p ə l/ /rɒm/		
----------------------------------	--	--	--

F. Teknik : PPP

G. Langkah-langkah Kegiatan (*Procedure*)

a. Kegiatan Pendahuluan (5')

- 1) Tanya jawab berbagai hal terkait kondisi siswa
- 2) Guru menanyakan ruangan dan fasilitas di sekolah.

b. Kegiatan Inti

1) Presentation (20')

- Guru menyebutkan sambil menunjukkan gambar-gambar fasilitas dan ruang di sekolah
- Siswa melihat gambar dan mengucapkan nama dari setiap gambar tersebut.
- Guru mendemonstrasikan bagaimana menggunakan ekspresi kepada beberapa siswa di baris depan.
- Guru melatih anak-anak untuk mengucapkan ekspresi memberi dan meminta.
- Guru memastikan pemahaman siswa.

2) Practice (30')

- Guru menjelaskan peraturan permainan kepada siswa.
- Guru mengecek pemahaman siswa tentang peraturan permainan.
- Setelah siswa mengerti, siswa bermain *Speech bubbles* secara berpasangan.
- Siswa dibimbing dalam melakukan aktivitas permainan.

3) Production (45')

- Siswa mendengarkan peraturan permainan *School Board Game*.
- Setelah siswa mengerti, siswa dikelompokkan menjadi beberapa grup.
- Setiap grup mendapatkan satu set media Board Game.
- Siswa bermain *School Board game* secara berkelompok.

c. Kegiatan Penutup (5')

- Guru memberikan masukan tentang aktivitas siswa.
- Guru menanyakan kesulitan siswa selama PBM.
- Guru mengajak siswa untuk menyimpulkan materi pembelajaran.
- Guru mengakhiri pelajaran dengan mengucapkan salam.

H. Sumber Belajar

- Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- Teaching English to Children in Asia*, David Paul, Longman Asia LTD
- www.SuperSimpleSong.com
- Gambar-gambar terkait *School*

I. Penilaian

- a. Teknik : Observation
- b. Bentuk : Performance
- c. Instrumen : *Assesment chart*

[illegible]

Sleman, Agustus 2013

Guru Mata Pelajaran

Peneliti

Erna Sulistyaningsih

Isti Hardiyanti

Our School

Look at the pictures of School and Mention the name



MOSQUE



CANTEEN



TEACHER'S ROOM



PRINCIPAL ROOM



KARAWITAN ROOM



CLASSROOM



TOILET



PARKING AREA

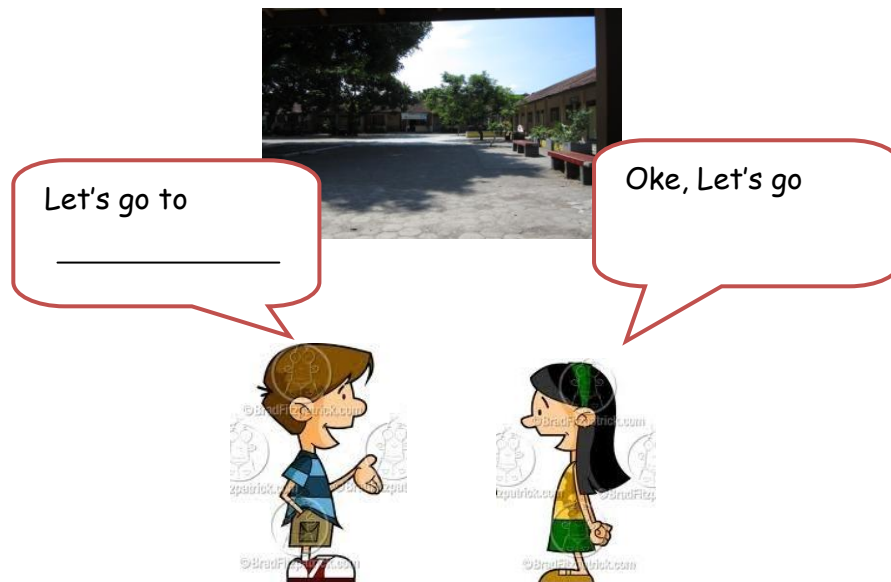


LIBRARY



YARD

Let's play Speech Bubble Game



Let's play Board Game



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SD N Ngringin
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IV/1
 Tema : *Birthday!*
 Aspek/Skill : Menulis
 Alokasi Waktu : 2 x 35 menit

A. Standar Kompetensi

4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

- 4.2 Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti: ucapan selamat dan pesan tertulis.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat menulis ucapan selamat secara tepat dan berterima.

D. Indikator

1. Siswa dapat mengetahui bagian-bagian kartu ucapan ulang tahun.
2. Siswa dapat menulis kartu ucapan ulang tahun.

E. Materi Pembelajaran

Teks ucapan Selamat Ulang Tahun

Ujaran : Happy birthday, Happy tenth birthday, Have a great birthday, Have a wonderful tenth birthday, God bless you

Vocabulary : tenth, ninth, birthday, wonderful, great

Structure : Present tense

F. Teknik: PPP

G. Langkah-langkah Kegiatan (*Procedure*)

a. Kegiatan Pendahuluan (5')

- 1) Tanya jawab berbagai hal terkait kondisi siswa
- 2) Guru menanyakan siapa yang berulang tahun hari ini atau bulan ini.
- 3) Siswa merespon ada 2 siswa yang berulang tahun bulan ini.

b. Kegiatan Inti

- 1) Presentation (10')
 - Guru mengajak siswa bernyanyi lagu 'Happy birthday'.
 - Guru memperlihatkan poster tentang Birthday card kepada siswa.
 - Siswa membaca kartu ulang tahun secara bersama-sama.
 - Siswa memperhatikan penjelasan tentang bagian-bagian kartu ulang tahun.
 - Guru menjelaskan bagaimana menulis kartu ulang tahun.
- 2) Practice (30')
 - Siswa dibagi menjadi beberapa kelompok, dimana setiap kelompok terdiri dari 4 anak.
 - Guru menjelaskan peraturan *Birthday Ransom game*.
 - Siswa memperhatikan penjelasan tentang peraturan permainan.
 - Siswa bermain Birthday Ransom game.
- 3) Production (45')

- Siswa mengikuti aktivitas membuat kartu ulang tahun.
- Siswa bekerja sendiri-sendiri.
- Siswa menghias kartu ulang tahun secara kreatif.
- Guru memonitor pekerjaan mereka.
- Siswa mengumpulkan pekerjaan mereka.

c. Kegiatan Penutup (5')

- Guru memberikan masukan tentang aktivitas siswa.
- Guru menanyakan kesulitan siswa selama PBM.
- Guru mengajak siswa untuk menyimpulkan materi pembelajaran.
- Guru mengakhiri pelajaran dengan mengucapkan salam.

H. Sumber Belajar

- Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- www.SuperSimpleSong.com
- Poster *Birthday Card*

I. Penilaian

- Teknik : Tertulis
- Bentuk : Teks tertulis

Sleman, Agustus 2013

Guru Mata Pelajaran

Peneliti

Erna Sulistiyaningsih

Isti Hardiyanti

Birthday

Read the birthday card





Let's play Birthday Ransom game



Let's do Birthday Card Project



APPENDIX C

INSTRUMENTS

Guidelines for interview

Before implementation

A. For the teacher

1. Bagaimana motivasi siswa dalam belajar bahasa Inggris?
2. Dalam proses belajar mengajar, kesulitan dan kendala apa yang biasanya siswa hadapi?
3. Bagaimana hasil belajar siswa selama ini jika dilihat dari nilai-nilai ulangan dan ujian?
4. Cara-cara apa yang Ibu terapkan untuk mengatasi kesulitan belajar siswa?
5. Langkah-langkah mengajar yang sering Ibu terapkan ketika mengajar di kelas untuk meningkatkan skill dalam bahasa Inggris? bagaimana mengajar listening, speaking, reading, writing?
6. Dalam mengajar, darimana Ibu mengambil materi untuk diajarkan kepada siswa?
7. Bagaimana Ibu mengajar bahasa Inggris? Apa saja kegiatan yang digunakan di kelas?
8. Bagaimana penggunaan media dalam kelas?
9. Apakah Ibu memberi kesempatan mereka untuk bertanya? Atau berdiskusi dengan teman-temannya?
10. Bagaimana Ibu mendorong mereka untuk bertanya ketika mengalami kesulitan belajar?
11. Apakah siswa bersemangat dengan suasana belajar bahasa Inggris?
12. Bagaimana keaktifan siswa di kelas? Dalam bertanya, mengerjakan tugas, mendengarkan penjelasan guru?
13. Apakah siswa merespon pertanyaan yang Ibu ajukan dalam mengajar?
14. Apakah siswa mau mendengar dan memperhatikan Ibu saat menjelaskan pelajaran?

15. Apakah siswa bisa berpendapat atau menjawab dengan benar?
16. Apakah siswa berinisiatif untuk bertanya kepada siswa lain saat pembelajaran?
17. Bagaimana siswa berinteraksi dengan teman di kelas?

B. For the students

1. Apakah di sukai pelajaran bahasa Inggris?
2. Apa kesulitan dan kendala apa yang biasanya dihadapi di pelajaran bahasa Inggris?
3. Apa saja kegiatan bahasa Inggris di kelas?
4. Bagaimana penggunaan media dalam kelas?
5. Apakah adik diberi kesempatan mereka untuk bertanya?
6. Apakah adik bersemangat dengan suasana belajar bahasa Inggris? alasannya apa?
7. Apakah selalu mengerjakan tugas dan mendengarkan penjelasan guru? alasannya?
8. Apakah adik merespon pertanyaan yang Bu guru ajukan dalam mengajar? alasannya?
9. Apakah adik bisa berpendapat dan menjawab pertanyaan dengan benar? alasannya?
10. Kalau mengalami kesulitan, apakah siswa berinisiatif untuk bertanya kepada Bu guru saat pelajaran? alasannya?

**Guidelines for interview (The teacher and collaborator)
after implementation**

No	Indicators	Semi guided question
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. b. Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. c. Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. d. Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class. 	<ul style="list-style-type: none"> 1. Apakah suasana kelas dengan fun learning activities tadi membuat anak-anak aktif dan nyaman dalam kelompok? 2. Apakah tadi peneliti sudah membuat kelas nyaman dan aman? 3. Bagaimana keefektifan manajemen kelas? Misal penggunaan routines atau rewards. 4. Bagaimana manajemen waktunya? 5. Apakah siswa cukup diapresiasi di dalam kelas? 6. Apa saran Ibu bagi action berikutnya dalam hal suasana belajar?
2	<p>CLASSROOM ASSESSMENT AND REFLECTION</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher uses student work/data, 	<ul style="list-style-type: none"> 1. Bagaimana penilaian dari pembelajaran kali ini? 2. Apa saran Ibu bagi action berikutnya dalam hal penilaian?

	observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.	
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <ol style="list-style-type: none"> Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills. Teacher provides meaningful learning opportunities for students. Teacher integrates a variety of learning resources with classroom instruction to increase learning options. Teacher clarifies and shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ol style="list-style-type: none"> Student articulates and understands learning intentions/targets and criteria for success. Student reads with understanding a variety of texts. 	<ol style="list-style-type: none"> Apakah peneliti sudah mengaplikasikan standar kurikulum nasional? alasannya? Apakah pembelajaran kali ini sudah cukup efektif? Misalnya dalam pengelompokan siswa Apakah aktivitas pembelajaran kali ini cukup bermakna bagi anak-anak? alasannya? Apakah aktivitas pembelajaran kali ini sudah menggunakan sumber dan media yang cukup bervariasi? alasannya? Menurut Ibu, aktivitas yang bisa dikatakan berhasil diterapkan apa saja? Apa saran Ibu bagi action berikutnya tentang aktivitas pembelajaran dan partisipasi anak?
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ol style="list-style-type: none"> Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning. Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations. Teacher incorporates student experiences, 	<ol style="list-style-type: none"> Apakah aktivitas kali ini memberi kesempatan siswa untuk berpartisipasi tanpa rasa takut dan malu? Bagaimana respon siswa terhadap aktivitas pembelajaran kali ini? Apakah pembelajaran sudah sesuai dengan minat, kemampuan mereka, dan juga kehidupan sehari-hari? alasannya?

	<p>interests and real-life situations in instruction.</p> <p>d. Teacher makes lesson connections to community, society, and current events.</p> <p>Student Characteristics:</p> <p>a. Student poses and responds to meaningful questions.</p> <p>b. Student develops descriptions, explanation, predictions, and models using evidence.</p> <p>c. Student communicates knowledge and understanding in a variety of real-world forms.</p>	<p>4. Apa saran Ibu bagi action berikutnya untuk meningkatkan keterkaitan pelajaran dengan anak?</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <p>a. Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.</p> <p>b. Teacher designs and implements standards-based courses/lessons/units using state and national standards.</p> <p>c. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>Student Characteristics:</p> <p>a. Student demonstrates growth in content knowledge.</p> <p>b. Student uses and seeks to expand appropriate content vocabulary.</p>	<p>1. Apakah materi bisa dimengerti siswa? alasannya?</p> <p>2. Apakah materi sudah sesuai kurikulum nasional? Alasannya?</p> <p>3. Apakah kosakata dapat di pelajari oleh siswa?</p> <p>4. Apa saran Ibu bagi action berikutnya untuk meningkatkan kemampuan siswa?</p>

Guidelines for interview (The students)
after implementation

No	Indicators	Semi guided question
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. b. Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. c. Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. d. Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class. 	<ul style="list-style-type: none"> 1. Apakah adik senang belajar bahasa Inggris hari ini? mengapa? 2. Apakah adik tadi malu bicara dalam bahasa Inggris? mengapa? 3. Apakah adik nyaman belajar dalam kelompok seperti tadi? Mengapa?
2	CLASSROOM ASSESSMENT	4. Apakah adik tadi bisa mengikuti

	<p>AND REFLECTION</p> <p>Teacher Characteristics:</p> <p>a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.</p>	<p>penilaian dari bu guru?</p>
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <p>a. Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.</p> <p>b. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.</p> <p>c. Teacher provides meaningful learning opportunities for students.</p> <p>d. Teacher integrates a variety of learning resources with classroom instruction to increase learning options.</p> <p>e. Teacher clarifies and shares with students learning intentions/targets and criteria for success.</p> <p>Student Characteristics:</p> <p>a. Student articulates and understands learning intentions/targets and criteria for success.</p> <p>b. Student reads with understanding a variety of texts.</p>	<p>5. Hari ini belajar apa saja?</p> <p>6. Apakah adik bisa mengikuti aktivitas tadi dengan baik? Mengapa?</p> <p>7. Apakah adik tidak bosan belajar hari ini? Alasannya?</p> <p>8. Apakah media yang digunakan bisa membantu adik belajar?</p>

4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning. b. Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student develops descriptions, explanation, predictions, and models using evidence. c. Student communicates knowledge and understanding in a variety of real-world forms. d. Student communicates knowledge and understanding for a variety of purposes. 	<ul style="list-style-type: none"> 9. Apakah adik punya kesempatan untuk bicara atau membaca dalam bahasa Inggris? 10. Apakah adik mengerti penjelasan bu guru? 11. Tadi sewaktu bu guru nanyanya, adik bisa menjawab tidak? 12. Adik di rumah atau di luar sekolah ingin mencoba memakai bahasa Inggris seperti tadi tidak?
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students. b. Teacher designs and implements standards-based 	<ul style="list-style-type: none"> 13. Apakah adik masih ingat dan bisa mengucapkan kosakata dalam pelajaran tadi?

	<p>courses/lessons/units using state and national standards.</p> <p>c. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>Student Characteristics:</p> <p>a. Student demonstrates knowledge.</p> <p>b. Student uses and seeks to expand appropriate content vocabulary.</p>	
--	---	--

OBSERVATION SHEET
Teaching and Learning Activities

Date : _____

Class : _____

Time : _____

Observer: _____

No	Indicators	Description
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <p>a. Teacher creates learning environments where students are active participants.</p> <p>b. Teacher motivates students to learn in a safe, healthy and supportive environment.</p> <p>c. Teacher displays effective and efficient classroom management.</p>	

	<ul style="list-style-type: none"> d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class. 	
2	<p>CLASSROOM ASSESSMENT AND REFLECTION</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 	
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher instructs the complex processes, concepts and principles contained in state and national standards b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety 	

	of texts.	
4	INSTRUCTIONAL RELEVANCE Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. Student Characteristics: <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms. 	
5	KNOWLEDGE OF CONTENT Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. Student Characteristics: <ul style="list-style-type: none"> a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary. 	

APPENDIX D

FIELD NOTES

FIELD NOTES

Field Note 1

Pra Observation

Day : Tuesday

Date : July 23 , 2013

Time : 07.00-08.10 a.m.

The students of grade four were still in the outside of classroom although the bell had rung. The teacher came and asked the students to make line orderly to enter the classroom. After all students were in the classroom, the researcher entered to the classroom. The teacher introduced briefly the researcher to the students. She greeted the students and sat on the back chair sitting next to a female student. The teacher started the lesson by greeting the students. Students answered together. Then, she led a pray. She also checked the students' attendance by calling out their names one by one. Students who are called by the teacher said "*hadir*" or raised hand. However, some other students talked with their friends or made a joke. It made little noise in the classroom.

Then, the teacher started lesson by writing a title in the blackboard, "Greeting and Parting". "*Hari ini kita akan belajar tentang greeting and parting, karena buku paket dan LKS belum ada, ambil buku catatan dulu, sama pulpen, kamu tulis judulnya*". ("Today we are going to learn about greeting and parting, firstly, take a note book because the students book and students worksheet have not been yet available, write the title"). Students were noisy, some students found their stationery, some students kept talking with their friends. A student shouted "pulpen, bu" ("a pen, ma'am"). He had no pen and the teacher asked him to borrow a pen from friends. "Are you ready?" asked the teacher to the class. "Not yet, ma'am," shouted some students. Some students tapped tables to make situation more crowded.

The teacher then wrote some expressions how to greet someone. The students wrote the expressions in their note books. However, some students did not write and kept talking with others. Even, some students made noisy therefore she came and addressed to make them keep quiet and write.

Some other students walked to other chairs and talked with friends. Looking at this condition, the teacher came to a male student and addressed again, "*Kalo ganggu, saya suruh keluar, nanti kalau ditanya Bu Pur, yang keluar Rizki gitu, mana bukunya?,* " (If you bother others, I will ask you to leave, and then If Ms Pur ask to me, I will answer that it is Rizki. Where is your book?). She checked student's notebook and said, "*jangan dicampur dengan catatan lain*" ("the English notes don't be mixed with the different lessons notes"). The students kept

talking others while some others took notes. Consequently, the taking notes took more than 20 minutes. The teacher did not want to continue to next activity until all students finished the taking note.

Although some students kept talking and did not write, the teacher just started to the next material. Then, she explained to the students about the use of expressions, for example when people can use the expressions. After that, she read about the expressions of parting material to the students and student should listened it and took a note. However, some students were confused about it because they thought the teacher read the material too fast. Considering to this, the teacher wrote the material about Parting in the whiteboard again while she was reading aloud for the students.

It was happened again that some students chatted with others and made noise. The teacher was busy again with the students who bothered others and played a ruler. The teacher addressed them again and then explained the material about kinds of expression of Parting written in the white board. Then, she explained again around 5 minutes. After that, she asked students to practice the expressions. "*Mas Rangga, , kalau saya bilang good morning, Rangga, kamu jawabnya good morning, ma'am,*" ("Mas Rangga, If I say good morning, Rangga, you answer good morning, ma'am), said the teacher to a student. When the teacher said, 'Good morning, Rangga'. The student named Rangga answered softly, "good morning, ma'am" and the teacher just said the same expression at the same time. Then, she did same to some students one by one. There were students shy to speak, most students were still confused to answer. She sometimes corrected mistakes of students, but she did not drill the students again with some expressions.

After making dialogue with some students, the teacher asked students to prepare their stationery again to write a task. As happened before, students were not ready to write, some of them kept talking and played papers. She wrote a task in whiteboard. The task was about filling some gaps of phrases, for example g _ _ d b _ _ , the students shall fill the missing until it was completed as a phrase. She said, "*Ini gampang banget, kan? Ayo kerjakan nanti dikumpulkan ya pas istirahat*" ("This is so easy, right? Do this task and submit at the break time"). The ball rang, the teacher was still explaining about how to do the task to some students. Then, she said salam and leaved the classrom followed by the researcher.

Field Note 2

Meeting 1

Cycle 1

Day : Tuesday

Date : September 3, 2013

Time : 07.00-08.10 a.m.

The researcher and the collaborator arrived at school early before the ringing bell and then they greeted some students of the school. The teacher came to the class while the bell rang. The students made line orderly to enter the classroom. However, some male students were still making a joke and did not make line properly. She asked them to make line. After the students were in line properly, the captain of the classroom asked some students who make line proper to enter the classroom. All students entered the classroom. The researcher, the English teacher, and the collaborator entered the classroom. The English teacher and the collaborator sat at the back of the class to observe the teaching and learning process.

Before starting the lesson, the researcher prepared the media for a second while the students took a seat. Some students in the front looked at the media enthusiastically, even one of them walked to the teacher desk to hold some pictures and the dice. The researcher asked him to sit down.

The researcher greeted the students by saying *Salam* and *good morning*. Most of students answered the teacher's greeting. A few students were quiet. Then she asked the students' condition by saying, "How are you today?" They responded by saying, "I'm fine. "

She introduced herself to the students, "Hello, my name is Isti, you can call me Miss Isti..... Who am I?, *siapa*? Some students answered "Miss Isti". She told the students a jargon while she made a gesture, "If I say English, you say Yes, I can, *kita coba ya, English....*". Some students responded to her. She invited students to say together again and again. Most of students followed the jargon enthusiastically, and it made the disruptive students quiet. The researcher conducted pattern before leading prayer, "rolling-rolling up up, rolling-rolling down-down, rolling-rolling up up, rolling-rolling in" while making a movement. The students looked happy with the routine and patterns. They were very enthusiastic. Then, she said," Pray do". In the end of praying, she said, "amien, thank you".

Then she checked the students' attendance by saying, "Who is absent today?" Some of the students answered "*Putri*". She called out the students one by one and students came to the front to receive a name tag. Some students were noisy in using name tag. After that, she introduced a topic about things in the

classroom. She questioned, “What are things in the classroom?” Some students answered “*pencil*”. “Okay, good, a pencil, what else, *apalagi?*” The students answered by mentioning ‘book, ruler, bag, chair, desk’. Some colorful flashcards containing pictures of things in the classroom were given.

Some vocabularies such as a crayon, a sharpener, a bag, an eraser, a piece of paper, a ruler, a pen, a pencil case, scissors, and a book were drilled to all the students. Then, the researcher drilled vocabularies for each rows. She drilled starting from the row in the west side because some of them still talked with each other. After finishing the drill for each row, the researcher said ‘good’ while showing the thumb.

Then, she explained the materials about the language function: asking and giving things. She explained and drilled the expressions to the all students and then to the each row. After explaining and drilling, she taught a song *Can I have a pen* to students without writing the lyrics on the board. Although the song was not complicated, i.e. containing the language function and a few vocabularies of things in the classroom, the students could sing after some repetitions. But some students were still confused and made noise. The researcher invited students to make pattern, she said “English”, and the students said “Yes, I can” together. It made some noisy students be quiet.

The researcher asked the students to practice in pairs. While she told the students to work in pairs, some students moved to other chair. It made the class a little bit noisy. The jargon was led to make them quiet. But, a male student moved again and disrupted other friends. He was addressed to back to his chair. The researcher said, “Good boy, sit down here, please” then she continued to explain about the rule of a game called a card game.

Some cards for each pair were given. The cards contained some pictures and the students should practice the dialogue based on the pictures. The researcher then came to some pairs to explain again the rules because they have not started. After all students started to practice, she also corrected the students’ mistakes.

The students were asked what will they do next is playing a game. The researcher explained *the things in the middle* game rules. All students were listening. After that, she divided the class to some groups. She invited students to count 1, 2, 3, 4, 5, and 6 frequently until last student. Then, she said to all students, “OK everybody stand up, please”. There were two students who respond the instruction well. She repeated the instruction and all students stand up. “OK number one, raise your hand,” said the researcher while raising her hand. “Come here, please, number one”. Some students kept seat and the instruction was repeated. She also asked the students who get number two and three to go forward. After the three groups stood in front of class, she asked them to get together at a separated desk. Then, she asked students who get remaining numbers

to get together at the back. However, they were so noisy because there were some students who do not want to join in their own groups. The researcher made them understand and quiet.

Although the time was almost end the researcher still held one activity in production stage. The researcher instructed them to start the 'things in the middle game' by saying 'one, two, and three'. After that, she monitored the students helped by the teacher. Two groups had not started the game because they were still confused how to play game. She explained the rules again. All groups were playing the game. Some minutes later, the researcher asked students to stop the game and put the game set on the teacher desk. This was related to the limited time. They seemed disappointed because some of groups just started the game in minutes. Most of them complained about that because some students did not have chances to speak. She invited students to reflect and make summary the lesson. The students were asked about the difficulties and their feeling during the games. Some students had problems in singing the song in the presentation stage. They enjoyed the game and still wanted to play the game again in the next meeting. Then, she said *salaam* and leaved the classroom followed by the collaborator.

Field Note 3

Meeting 2

Cycle 1

Day : Tuesday

Date : September 10 , 2013

Time : 07.00-08.10 a.m.

The researcher and the collaborator arrived at school early and they greeted some students of the school. The teacher came to the class while the bell rang. The students made line orderly to enter the classroom. However, some male students were still making a joke and did not make line properly. The researcher asked them to make line. After the students were in line properly, the captain of the classroom asked some students who make line most proper to enter the classroom. All students entered the classroom. The researcher, the English teacher, and the collaborator entered the classroom. The English teacher and the collaborator sat at the back of the class to observe the teaching and learning process.

Before the lesson was started, the researcher checked whether they bring the name tag or not. However, only a half of them brought the name tag, so the researcher made them free to use the name tag or not and just started the lesson. She greeted the students by saying *Salam* and *good morning*. All students answered the teacher's greeting. Then the researcher asked the students' condition

and then led routine and pattern before a prayer while making a movement. The students looked enthusiastically to do this. After praying, she checked the students' attendance by saying, "Who is absent today?" Some of the students answered "Yeri".

The researcher yelled out English and most of students answered, "Yes, I can". It made most of students ready to join the activities. She reviewed the lesson in the past. "What we learnt in the last meeting?" said the researcher. Some students were thinking, some of them mentioned the things in the classroom, and some students expressed how to ask things. "Okay, good," said the researcher while she was writing the materials of the first meeting. She invited students to remember the materials. Then, the students were asked to express again together.

Finding some students made noisy, the researcher conducted the jargon to students and got the attention from all students. The students then were grouped to six groups based on number they count before. However, they were allowed to stand up in gaming so that they did not make noisy in moving some chairs. She explained the rules of the game again. The students were impatient to start the game. Some students yelled out, 'ayo miss, cepet' 'lama' 'dadu, dadu' (be quick, Miss, why is it so long? I want a dice! A dice!). So, the researcher gave instruction to start the game.

All students were busy to play the game. The researcher helped by the teacher monitored and scored the students. A student was still confused about the game rule so other player helped her. The students worked in group well and some students looked enjoy in playing the game. They followed the rules, they rolled the dice by taking turn, and some of them were laughing together. They got chances to speak for many times and most of them were familiar with the expressions of asking and giving things.

The instruction to stop the game was given; however some groups still played the game. They still played enthusiastically. She instructed them again. She asked one student from each group to put the game set on the teacher desk. The researcher questioned students what have they learnt from the game. Some students were answered, but others were making noisy. The pattern was conducted again, and it made them pay attention again. The researcher and students discussed again. After making sure that the students reached the objective of lesson, the researcher invited them to make discussion about the next material. She started by asking students whether they know about public notices.

They did not understand what public notices are. The examples were given, "stop, no parking". All students were thinking for a while moment. Some students yelled out, "no smoking, *dilarang parkir*, stop". The researcher said "good" while writing some public notices they yelled out. She showed some poster about public

notices, those were *no smoking, no parking, stop, no littering, dangerous, turn left, turn right, keep silent, no fishing*.

The students read the public notices together and the researcher drilled how to read the public notices. However, the time was almost end. She reviewed the lesson again and asked students how they feel today in the teaching and learning process. Many students yelled, “*Seneng*” (it was fun). Then, she ended the lesson by saying “that’s all for today”, *salam*, and singing *Good bye* song. All students were still paying attention to the researcher and listening to the song. They looked enthusiastic to sing together as replying the greeting. The researcher said good bye again and leaved the classroom followed by the collaborator. The teacher asked them for keeping quiet and waiting for the next lesson.

Field Note 4

Meeting 3

Cycle 1

Day : Tuesday

Date : September 17, 2013

Time : 07.00-08.10 a.m.

The researcher and the collaborator arrived at school early and they greeted some students of the school. The teacher came to the school and greeted the researcher and collaborator and some students. The bell rang and the students made line orderly to enter the classroom. However, some male students were still making a joke and did not make line properly. The researcher asked them to make line. After the students were in line properly, the captain of the classroom asked some students who make line in a proper way to enter the classroom first. Then, all students entered the classroom. The researcher, the English teacher, and the collaborator entered the classroom. The English teacher and the collaborator sat at the back of the class to observe the teaching and learning process.

The researcher greeted the students by saying *Salam* and good morning. All students answered the teacher’s greeting. Then she asked the students’ condition by saying, “How are you today?” They all responded by saying, “I’m fine. “Then the researcher led routine and pattern before a prayer while making a movement. The students looked happy with the routine and patterns. They were very enthusiastic. After praying, the attendance was checked, “Who is missing today? Is everyone here? Okay good,” said the researcher.

The students were asked what they learned in the last meeting. Some students in the back were still making noisy, so she led the jargon, “Remember? English? English?” The students responded by saying together while making movement, “Yes, I can”. The researcher asked again what they learned in the last meeting,

some students answered, “no parking”, “no fishing”, “keep smile”, “stop”. “Okay, good, those are public notices and the directions”, said the researcher and then she wrote the objective in the whiteboard. “Let’s read the public notices and directions”. “Look,” said the researcher while showing *no parking* notice. Most of students looked at the picture and read the written notices below the picture “no parking”. “Good,” then she read the notice, “no parking” followed by students.

The researcher also showed other colorful pictures and asked students to read the notices and directions. At first, most of students were reading in different way, so the teacher gave instruction to start reading together for every notice. The researcher corrected the students’ mistakes. After knowing all students could read the notices well, the researcher asked students whether they have question or not. There was no question.

At 7.15, the teaching and learning process continued by starting the game in practice stage. “We are going to play a game”, said the researcher. The researcher wrote the name of game in the whiteboard “chain word game”. Some students yelled out enthusiastically, “*dadu, dadu*”. They wanted to play using a dice again like before. The researcher just explained about the rules of the game to the students. “You work in group, group A and group B, but no moving, keep sit down, ok?” Some students nodded their head. The researcher said, “Students in the left, *yang duduk di sebelah kiri*, oh I’m sorry, *kanan*, I mean in the right as group A, *Rangga dan teman-teman yang dibelakangnya* as group A, from Amir *ke belakang* as group A, Shafa and friends as group A, and Rista and her friends as group A, Okay? So group A raise your hand”. All students in group A raised their hand. “Good, group B sit in the left, raise your hand”. All students in group B raised their hand.

The researcher then explained the rules of game. All the students listened to the explanation. Most of them seemed to start the game at soon. “Ok, group A, Are you ready? Ready?” asked the researcher. Some students said, “Yes”. The researcher looked that they were ready to play except the students in the back. Two students in the back were making noisy, so she addressed them and led the jargon again to catch their attention. The researcher put the game set in the first desk of each row. Then, she made sure that all students were ready and counted one, two, and three as the instruction.

The students were monitored in playing the game. There was one student who changes the rule of game and the researcher just instructed the student and his team to follow the main rule. They started the game again. The researcher walked around the class to monitor again and corrected their mispronunciation in reading. All students played the game by following the rule. They seemed exciting to play the game. Some students in such row gave spirit to each other during the game.

After ten minutes, group B got turn to play. They knew the rule and they read better than another team.

Before game ended, a girl student cried which some students stand around her. The researcher came to her and asked what happened. Other students told that she was bullied by a male student. The researcher asked him to apologize. The incident wasted some minutes. Then, she led the jargon to catch students' attention again. She asked some male students to put the game set on the teacher desk.

At 7.35, the researcher invited students to play matching game in pairs by explaining the rule briefly. Some male students who often make noisy got a job to hand around the game set. After the researcher instructed them to start the game, the students just played a matching game. However, a student in the back did not want to play a game. The researcher dealt the problem soon by persuading the student. Although the researcher persuaded him for some minutes, the student did not really join. From his gesture, the researcher concluded that there was problem outside the lesson. So, she leaved the student and monitored other pairs.

All students finished the game at 7.45, then the researcher asked students whether any question or not. That seemed no question from students. The students were ready to do the next Fun Learning activity. The researcher invited students to play a *crossword* game. Some students were ready to hand around a game set to students. After the students got a crossword set, the researcher explained the rule. Then, they played crossword game individually. The class was so quite because they enjoyed the crossword game. They seemed concentrating to play the game and they made efforts as if they want to win. At 08.00, all students finished the game and some male students tried to collect the students' projects.

The researcher reviewed the lesson and asked students how they feel today in the teaching and learning process. Many students yelled that it was fun. Then, the researcher ended the lesson by saying "that's all for today", *salam*, and singing *good bye* song. She said good bye again and leaved the classroom followed by the collaborator.

Field Note 5

Meeting 1

Cycle 2

Day : Tuesday

Date : October 1, 2013

Time : 07.30-08.45 a.m.

The researcher and the collaborator arrived at school early and they greeted some students in the classroom. They were preparing themselves to join the flag

ceremony. The bell rang and the students join the flag ceremony for the *Kesaktian Pancasila* day. After the ceremony finished, the students entered the classroom. The researcher and the collaborator were ready in the classroom. The teacher came to the school and greeted them and some students. The English teacher and the collaborator sat at the back of the class to observe the teaching and learning process.

The researcher greeted the students by saying *Salam* and *good morning*. All students answered the teacher's greeting. Then, she asked the students' condition by saying, "*How are you today?*" Some students responded by saying, "I'm fine. Thank you". *The routine and pattern rolling-rolling up was still used to catch students attention before praying*. Hereafter, the researcher checked the students' presence.

Some students seemed enthusiastic with the monitor of LCD. Some students walked to the front of the class and made a joke using the light of LCD. The researcher asked them to sit down so the lesson could be started as soon as possible. They sat down, and the researcher started the lesson by explaining some classroom rules. The classroom rules were presented by using pictures in the PowerPoint program and gestures from the researcher. The rules were *listening when your teacher is talking; Ask permission to the toilet; Respect others; and Raise your hand to speak to the class*. If the students did not obey the rule they should teach others to sing a song related to the lesson today.

Hereafter, the objective was explained, "Today we learn about parts of body, what they are?" Some students said, "Nose", "hair". The researcher said, "good, what else?" while presenting the poster of parts of body. The students paid attention to the poster. Next, the researcher touched her head and said, "What is it?" and some students said, "Head". She then said, "Yak, it is head, okay everybody say together, 'head' ". The students yelled together, "head". By using the same way, the researcher drilled vocabularies of body parts: eyes, ears, teeth, face, shoulders, arm, hands, fingers, knees, toes.

Then, the researcher invited students to sing a song by letting them, at first, to watch the video clip of *head, shoulder, knees, and toes* song. Some students followed the movement in the video clip. All students watched the video clip and some of them followed the movement. She also showed to the students how to sing and dance. Then, all students stand up. They sang a song together and danced. In addition, they seemed happy with the movement. The students sat down again. The researcher checked their understanding by touching her body parts and the students shall mention the name. She asked students whether there was any question or not and there was no question.

Before the next activity, the researcher led the jargon, "English" and all students answered, "Yes, I can". It caught their attention. The researcher invited

students to play *Simon says* game while she showed a puppet to the students. The students looked enthusiastic with the Simon puppet. A male student walked to the front and wanted to hold the puppet. The researcher reminded him the first rule. So, the student backed off to his chair. Then, she explained about the rule of game. After the students seemed ready to play, the teacher invited them to start the game. The students played the game helped by the pictures in the monitor. The researcher gave instruction “Simon says, touch your nose” and some students did the right movement. Most of students joined the game, but some students in the back seemed reluctant to play. The researcher gave some students who joined a sticker for each. Then, she explained that the sticker was reward. It made all students wanted to play the game. They were enthusiastic in playing the game even some male students snatched in walking the way of the front of the researcher.

Next, the researcher invited the male students to go to the front facing their friends. However, only a male student did. The researcher gave instruction to him by using a puppet. He did a movement. The researcher gave him a chance to hold a puppet and asked him to give instruction to their friends as he got. Other students did a movement. “Ok good, thank you Fukuda,” said the teacher and she gave a reward. Many students snatched to get a chance too. Two by two boys went to the front and got the instruction. They also got a chance to give instruction by using the puppet. They seemed happily to play *Simon says* game. The researcher corrected their mistake and gave a reward in verbal and nonverbal. Some students were still snatching to show up but the time was limited. At 08.20, the researcher invited them to play versus game. Before starting the game, the researcher explained the rule of game. At first, the students were grouped as two big groups. Technically, they were not required to move around. The students who seat in the right side became group A, and the remaining became group B. Each player of group A shall face the player of group B. Before starting the game, the students were not noisy because no moving around and the students were cooperative in taking turn of playing game.

Then, the students played a game. Group A gave instruction first based on their cards containing pictures and written instruction. Group B responded the instruction by doing a movement. When player of group B responded, group A assessed it by giving a thick in the right column. The researcher monitored students. After some minutes, she directed students to take turn. Group B gave instruction and group A did instruction. The game was ended, the researcher invited students to summarize the lesson and asked students how they feel today in the teaching and learning process. Many students yelled that it was fun. Then, the researcher ended the lesson by saying “that’s all for today”, *salam*, and “good bye”. She and the collaborator leaved the classroom.

Field Note 6

Meeting 2

Cycle 2

Day : Tuesday

Date : October 8, 2013

Time : 07.00-08.00 a.m.

The researcher and the collaborator arrived at school early and they greeted some students of the school. The teacher greeted the researcher, collaborator and some students. The bell rang. The teacher and the researcher asked students of the fourth grade to make line to enter the classroom. After the students were in line properly, the captain of classroom asked some students who make line in a proper way to enter the classroom first. Then, all students entered the classroom. The researcher, the English teacher, and the collaborator entered the classroom. The English teacher and the collaborator sat at the back of the class to observe the teaching and learning process.

Some students seemed enthusiastic to join the lesson. They were ready to start the lesson. The researcher greeted the students by saying *Salam* and *good morning*. All students answered together. Then the researcher said, "*How are you today?*" some students responded by saying, "*I'm fine, thank you*".

The researcher led a prayer, "let's pray together, are you ready?" The researcher and the students said together, "the rolling-rolling up up, rolling-rolling down-down, rolling-rolling up up, rolling-rolling in" while making a movement. The students looked enthusiastic. Then, she said, "*Pray do*". In the end of praying, she said, "amien, thank you". Next, she checked the students' presence.

The researcher explained the objective of the lesson. She invited students to mention the rooms and facilities at the school. The students yelled out some rooms at the school and the researcher wrote in the whiteboard. Then, the researcher showed some colorful pictures of facilities and rooms in school. Students looked at the pictures and mention one by one. The researcher mentioned the room name when students made mistake. She drilled the students, at first whole students, and then drilled for students in each row.

The students were asked how to invite someone to go to a place in the school. They had no answer. Then, she wrote a dialog of inviting and accepting, 'let's go to the canteen'; 'okay'. She showed how to say it and she invited all students to say together. She showed a picture and invited students to express invitation based on the picture. The students were drilled for a whole and then for each row. Then, she also asked two rows of students to express how to invite and asked the remains to express how to accept. There was an interaction among the students in each row.

At 07.20, a game namely Speech bubbles was conducted. At first, the researcher explained the rules. Some boys were ready to hand around the game set to each pair. The students started to play speech bubbles in pair. They shall fill the dialogue in the comics and they practiced the dialogue in pairs. After 10 minutes for filling the bubbles, the researcher gave a chance to them to perform in the front. They were snatching to perform, so the researcher shall choose students who were quieter to make it fair. The students who can perform well got a sticker. They seemed happily when receiving a sticker, so they were enthusiastic to speak in the front.

The students were still enthusiastic to play Speech bubbles. However, the researcher explained to them that there was another game. She also led the jargon. At 07.40, all students were ready to listen to rules of the last Fun Learning activity. They seemed interest to the media of Board game. After that, a board game was showed to the students. All students were paid attention to the explanation of rules of the activity. The researcher grouped students become eight groups which four students belonged to one group. The students were not noisy because there was no one moves in getting together in group. Some students only turned their chair to their back. Some boys helped automatically the researcher to hand around the game set.

After making sure the students' understanding of the rules and the readiness of each group, the instruction was given to start the game. The students played the game, but a male student was unwilling to play. The researcher came close to him and persuaded to play with her friend. Finally, he played the game. The class was little noisy because they asked a sticker when they got a star at the dice. Based on one of the rules, they got a sticker when they rolled a star at the dice. It showed that they knew how to play game and they got opportunity to speak through following the game. During the game, the researcher monitored and scored the students' speaking.

At 08.00, the researcher asked students to stop the Fun Learning activity. All students were still playing a game. However, the researcher came close to them and asked them to put the game set on the teacher desk. A player from each team submitted quickly the game set to the teacher desk. After the game sets were tidy, the researcher invited students to reflect and make summary of the lesson. They already know the expression of inviting and accepting invitation. Most of students were right in pronunciation and grammar. Then, she said good bye and *salam* and leaved the classroom followed by the collaborator.

Field Note 7**Meeting 3****Cycle 2**

Day : Tuesday

Date : November 12, 2013

Time : 07.00-08.00 a.m.

The researcher and the collaborator came to school at 6.45 a.m. They addressed the students of grade four and other grades. The bell rang and teacher came to the fourth class and greeted the researcher. They instructed students to make a line to enter the classroom. All students entered the classroom one by one and reached their own seat. After they entered the classroom, the English teacher and the collaborator sat at the back of the class to observe the teaching and learning process. The researcher prepared the media quickly when the students were going to sit down.

Seeing the students were ready to join the lesson, the researcher greeted the students by saying *Salam* and *good morning*. All students answered the teacher's greeting. Then, the researcher asked the students' condition by saying, "*How are you today?*" Some students responded by saying, "I'm fine. Thank you". The researcher led a prayer with starting by a routine Rolling-rolling up. Next, she checked the students' presence.

Students also responded the jargon given to them. After that, the researcher explained the objective of the lesson today by writing in the white board first. All students paid attention. Then, the researcher asked students, "whose birthday today is?", they were silent, and she asked again. There were no one who celebrate birthday. So, the researcher asked whose birthday month is. There were two students who get birthday in the months namely Rangga and Tasya.

Hereafter, the students were asked to sing a song namely happy birthday to Rangga and Tasya. They were familiar with the song so the researcher and the students just started to sing. The students seemed happy when singing.

Then, the researcher explained about the researcher explained about how to say happy birthday to someone in written form. The expression was given by using a birthday card. She gave an example of a birthday card. A poster of a birthday card was stuck on the whiteboard helped by a student. Then, the researcher invited students to discuss about the content of the birthday card. The students shall read aloud the birthday card together and then row by row .

After that, the researcher gave an example how to copy a birthday card based on the example. She wrote a birthday card in a whole white board so that the students in behind could see. Some students shouted about the content. The students were asked to identify the parts and they seemed understand it.

It was time to play a game! Before conducting Fun Learning activity, the researcher led the jargon, “English” and all students answered, “Yes, I can”. It caught their attention. In the production stage, students played Birthday Ransom game. They were divided into some groups for which were consisted of four for each. The researcher asked students to work with other pairs in behind or the front of them. It automatically made them settled in their own chair and some students just turned over their chairs. The researcher checked whether they know their group.

Some male students were ready to hand around the media. The group had received the media but the researcher asked to put the media on the table first before playing the game. She explained the rules of the game that each group shall make a birthday card by sticking the word puzzles in a paper. After getting instruction to start, they played the game. All groups prepared the media and started to stick the pictures and words. There were no students who leave the team or get out of the classroom. Students in each group seemed to take apart in the game. For instance in group two, two students gave glue in the back of paper and transferred to a student who stuck it to a big paper. And another student directed how the word puzzle arranged well.

The researcher moved around to monitor each group in gaming. When a group finished the game, she helped them to stick the birthday card on the white board. Finally all groups finished their game on 07.35. All birthday cards had stuck on the whiteboard. The students could see the birthday cards from other groups. After that, all students sat down in their own chair. Students were invited to check the birthday cards by asking the groups one by one. This was held to review their understanding about how to say happy birthday for someone. To appreciate their projects, the researcher invited students to clap their hands because they got success to finish a game. The group shall tidy up the table and submit the remaining game set to the teacher desk.

In the last stage, students were invited to do one more activity. It was making a nice birthday card! Some boys helped to hand around a paper to all students. “One student get one paper,” said the researcher to the boys. After the students got the paper, the students create a birthday card individually. They could make it as creative as possible. The students started to make a birthday card. They seemed enthusiastic to make it. Some students looked for some pictures to copy as a decoration. Some draw a picture as their creativity. The researcher monitored their work and gave appreciation to their job or effort to finish the activity. There was one student who still did nothing and the researcher directed him to start writing. Finally, he finished it well so the researcher gave him thumb while saying ‘good’. The activity took 15 minutes.

Then, the researcher asked them to put the birthday card in the corner of their desk. Some boys took the birthday cards from their friends and put on the teacher desk. After the game sets were tidy, students were invited to reflect and make summary of the lesson. Since there was the remaining time, the researcher wanted to give award to the two most students by counting the rewards they had gotten. She asked about the reward or stickers they had from the two last meeting. However, the students mostly forgot to bring it. The researcher proposed an idea to make small competition in getting the award. Some male students were invited to go forward and sang a song 'happy birthday'. Helping by other students, the researcher chose the best singer! The award was also given to the best singer from the girls. Finally, she said good bye and *salam* and leaved the classroom followed by the collaborator.

APPENDIX E

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview 1 (with the English teacher before implementation)

Day : Wednesday

Date : July 24, 2013

Time : 16.00 p.m.

R : Researcher

T : Teacher

- R : Saya nanya-nanya ya bu soal pembelajaran, kalo motivasi mereka gimana ya bu dalam belajar bahasa inggris?
- T : Kalo yang perempuan pada seneng Mbak, kalo yang laki-laki sebagian, yang nakal-nakal itu *kendho* semua itu jadi biasanya mereka rame, bikin ulah, nabuhi meja, tapi kalo yang pinter biasanya dimas, aji gilang yang kembar itu lho *anteng wonge*, semangat *wonge*. yang gak mau nyatet itu *kendho*, *dhuwur* itu, yang Viki itu dulu juga gak naik, yang dhuwur, yang nomor dua itu dari Kupang, itu pada *kendho*, si iman, yang kendo-*kendho* pengennya gak pelajaran Mbak.
- R : Kalo secara keseluruhan bagaimana bu mereka? Mau belajar ya bu?
- T : mau, kalo perempuan anteng tapi gak bisa, antengnya itu karena mungkin takut, nek anak laki gak bisa malah tambah ndadi gitu, karakternya kalo perempuan itu beda, si anggun itu *kendho* tapi *antheng* yang duduknya *keri dhewe* itu.
- R : Mereka mau nanya kesulitan gak bu? atau malu-malu?
- T : Biasanya si Rista, yang deret itu gak, ya paling cuma satu dua aja.
- R : Saya juga nanya ke Risa, nilainya bagus-bagus itu.
- T : Seneng kadang-kadang nanya, gimana bu kalo gini, satu orang aja Mbak, yang lainnya pada engga.
- R : Yang lainnya pada diem ya bu?
- T : Ya.
- R : Trus biasanya mereka apa bu kesulitannya?
- T : Kesulitannya ya bacanya, tulisannya kalo ulangan itu mesti kleru-klaru.
- R : Misalnya gimana bu?
- T : Misalkan docter, nulisnya pake cara bahasa indonesia d-o-k-t-o-r, nulisnya harusnya pake C to? Nulisnya malah salah pake K, sudah saya ajari tapi lupa, pada gak memperhatikan, cara menulisnya dan cara membacanya, cara menghafalnya juga. Mereka pada *keset sinau* jadi gak hafal, yang kemarin lupa, trus lupa lagi.
- R : Kalau nilainya gimana bu?
- T : Kelas tiga kemarin ya itu secara umum ya masih bisa, risa sepuluh tapi kalo di rapot kan gak boleh sepuluh kan, pernah dia sembilan koma tujuh, ada salah sedikit, yang lain sing *kendho-kendho* ya nilainya telu papat Mbak, ra tau *sinau*, kelas limo yo ngono.
- R : Di rapot?
- T : Iya, tapi KKMnya harus enam, jadi otomatis tak kasih enam, paling sedikit harus enam.
- R : Jadi kemarin kan saya observasi, terus awal-awal mereka mengikuti tapi lama-lama mereka bosan.
- T : Lama-lama podho bosan, mereka ada yang rame, ada yang nabuhi.
- R : Kalo misalnya bosan gimana bu?
- T : Ni kan baru awal-awal ya masak aku mau permainan kan ya gak mungkin, kemarin latihan aja belum, misal ada orang bilang goodbye ya njawabnya

goodbye, latihan aja belum, kemarin waktunya entek nggo nyeneni, mencatatnya lama,lambat, kalo mencatatnya gak lambat , kalo di SD Prunas itu anak-anak cepet to, bisa latihan bisa tak nilai, prakteknya bisa.

R : Kalo aktivitas di dalam kelas bu? kalo kemarin kan mencatat ada apalagi?

T : Mencatat, menerangkan, latihan, harusnya ada gamenya tapi kalo awal-awal saya engga sih tergantung waktunya.Kalo yang good morning gak bisa untuk game, paling cuma praktek maju aja, tergantung materinya.Kalo yang profesi bisa untuk game, kelas tiga dulu, kelas empat semester ini gak ada, semester dua itu yang profesi, *gamenya* paling itu Mbak fruit basket, itu lho anak-anak suruh, pernah tak bilangin to?

R : Belum bu.

T : Misal nama buah, sudah tak bikinkan nama-nama buah, anak-anak nulis, tak suruh ngapalin, kalo sudah akhir-akhir itu yaudah permainan. Anak yang depan itu main semua, gantian kan per baris, nulis nama buah misalnya banana atau grape, tapi yang lainnya gak boleh tau,salah satu ada yang jadi, yang jadi itu menerka , banana? Yes jadi pengikutnya, nanti sampingnya lagi misalnya grape no berarti tidak, kalo yes jadi pengikutnya. Setelah itu to Mbak urut kertasnya kan, trus nanti yang depan ini yang memimpin trus rebutan kursi itu lho Mbak, kan kursinya ada lima, pesertanya ada enam, nanti yang gak dapet kursi jadi yang nanya lagi.

R : Nanyanya gimana bu? Dalam bahasa inggris?

T : Tujuannya cuma untuk menghafal nama buah aja, gak pake kalimat, supaya mereka hafal nama-nama buah itu lho. Kadang-kadang kalo gak bisa, saya pake bahasa Indonesia.

R : Materinya bu darimana saja biasanya?

T : Ya dari LKS sama Erlangga, kan penerbitnya Erlangga.

R : Yang Grow with English itu ya?

T : Ya, Grow with English.

R : Kalo media bu?

T : Selama ini gak pake saya, soalnya gak punya laptop, punya sekolah LCDnya cuma satu. Paling medianya cuma gambar, saya nggambar papaya di papan tulis, papaya, trus tak suruh ngapalin, mereka terka ini gambar apa, kalo binatang-binatang, kan ada to animal, tentang suara-suara itu, guessnya itu kan misalnya anak-anak tak suruh action itu lho, misalnya 'meong' itu jawabnya gampang banget cat,hehe, kadang- kadang saya bilang it is an animal it has four leg, four legs, it like to eat mouse, itu misalnya, dari kelompok A menjawab apa gitu, intinya menerka gitu.

R : Oh kuis ya?

T : Ya, kalo bahasa inggris ya bahasa indonesianya apa,kadang-kadang bosen bu, yang itu gak usah bu, kalo yang animal gamesnya seperti itu.

R : Biasanya mereka nanya, dikasih waktu untuk bertanya gak bu?

T : Ya, misalnya ada yang ditanyakan? Kadang-kadang nanyanya aneh-aneh ,bu binatang apa yang aneh-aneh itu lho, hehe, bu binatang coro bahasa inggrisnya apa, jadi bingung, small animal, hehe.

R : Jadi aneh-aneh ya?

T : Anak-anak mesti aneh-aneh nanyanya, bu buah naga, kalo buah naga ada to?

R : Dragon fruit, Tapi kalo yang diem gak mau nanya gimana bu, biasanya ibu membantu mereka gimana?

T : Malah saya balik tanya, tak tanya apa yang saya ajarkan paham ndak, Tapi kadang-kadang aku nanya pake bahasa Inggris , what fruit do you like,.trus I like

apa gitu, kadang-kadang tak suruh itu Mbak maju ke depan pake kalimat, tapi lihat papan tulis itu karena gak hafal, mau bilang what do you like kan gak bisa, sudah tak tulis di situ anak-anak tinggal baca, sambil lihat itu. Sambil lihat dialognya trus kalo suruh ngapalin gak bisa, ndadak butuh berapa kali latihan (tertawa), lihat papan tulis tinggal baca. Nanti bacanya ‘dor’ (red. door) aja ‘dur’.kalo ‘laik’(red. like) ya bacanya ‘like’.

- R : Trus dilatih lagi gak bu kalo ada yang kurang?
- T : Tak suruh mengulang baca, kayak Dinda dia suka baca, anak-anak yang gak bisa, malah bahasa Indonesia, kadang anak-anak bilang “kok ‘like’ to ya ‘laik’”,kalo yang belum bisa kan bilang ‘like’.
- R : Anak-anak lain membetulkan ya?
- T : Iya, “kok malah ‘like’ to, ya ‘laik’” kalo yang udah bisa bilang gitu.
- R : Kalo misalnya kelompokan gimana bu?
- T : Oh permainan atau game?
- R : Gak harus bermain tapi kerja kelompok gitu mereka gimana bu?
- T : Yang kerja yang pinter-pinter Mbak,yang enggak ya bikin ulah sendiri,nggak mau ngerjain, *nggantungkesing* pinter *ngono* lho Mbak. Malah dho main opo, ono sik mewarnai, ono sik opo, tapi kalo misalnya game,per kelompok ada yang salah malah pada disurakin, ya gak papa ini nilainya jelek,kalah menang gak ada hadiahnya ini kan cuma refreshing aja, gak tak kasih hadiah cuma refreshing aja. Jawabnya salah langsung dimarahin teman-temannya gitu lho.
- R : Mereka biasanya mengerjakan tugas gak bu? Maksudnya selalu mengerjakan tugas atau ada yang engga?
- T : Kemarin engga, mereka ternyata engga numpuk, tak tunggu sampe jam dua belas siang kok gak numpuk-numpuk ini. Wah, ini kebiasaan nih, mau tak ambil tak paksa gitu, yang Rizki itu gak mau ngumpul yang ngumpul cuma yang itu-itu kemarin ,yang pinter-pinter itu, yang mau belajar itu lho, kalo perempuan pada mau, yang laki-laki yang bandel-bandel tak tunggu sampe jam dua belas kok gak ngumpul.
- R : Banyak bu yang gak ngumpul?
- T : Ya lima, enam, yang nakal, imam, rizki,yang depan sendiri itu mau numpuk tapi caper, trus yang belakang itu kemarin siapa itu, yang depan itu viki, jadi lima atau enam ya. Itu nilai TKMnya mesti telu Mbak, telu, papat, limo.
- R : Itu ulangannya?
- T : Tes Mbak, TKM itu lho tes kendali mutu yang semester satu, nilainya tiga, empat, lima, yang *kendho-kendho* gak mau numpuk.
- R : Tapi sebagian gimana bu?
- T : Yang lain yo tujuh,enam,yang paling tinggi Riska, Salsa tuh juga. Kemarin, KKG mengadakan lomba satu kecamatan Depok, *speeling bee* sama *speech*, yang *speeling bee* yang kelas tiga itu Risa, tapi kalah babak penyisihan mau ke final itu kalah, jadi dia menang babak pertama, babak kedua menang, babak ketiganya kalah.
- R : Itu se...apa bu?
- T : Se kecamatan depok, saingannya ya SD Muhammadiyah, ya semua SD se kecamatan Depok, ada 54 SD, pada gak mau ditunjuk, dik Riska sama Rafa,memang aktif.
- R : Anak-anak kalo ditanya ibu mau njawab gak sih bu sebenarnya?
- T : Kadang-kadang malah dho nyepeleke Mbak, ada yang ditanya diem gitu, ono sing njawab bisa ya ada. Bahasa Inggris ki opo to bu, gak penting ngajarin kayak gitu, macem-macem si anak, ada yang gak tertarik, ada yang tertarik.

- R : Memang bahasa asing gak terbiasa, berarti memang anak-anak bisa dikatakan belum termotivasi ya bu? Belum ya?
- T : Belum karena mereka menganggap itu apa sih, tak *terangke* tapi ada yang bisa ada yang belum, ni aja pagi ya, apalagi kalo siang ekstra banyak yang gak berangkat ini, misalnya bahasa inggris jadikan ekstra, mungkin banyak yang gak tertarik, yang berangkat berapa persennya, paling separo, separonya pada pulang. Tapi kalo dah diopyak-opyak sama wali kelas itu, kemarin Pak Samin itu banyak yang bolos lho Mbak. Kemarin aja siang hari jam terakhir lho Mbak.
- R : Padahal itu pelajaran?
- T : Termasuk pelajaran tapi mulok dua, banyak yang gak berangkat yang viki, dimarahin walikelasnya langsung pada berangkat, pada bolos ki lho Mbak, yang nakal-nakal, mata pelajaran gak mau semua, apa mereka yang gak mau, senengnya *gojek*, dimarahin walikelasnya akhirnya lagi *podho mangkat*.
- R : Kemarin saya mengamati, oh iya ya anak-anak kadang ketika ibu menjelaskan gak memperhatikan gitu ya bu, apa biasanya kayak gitu ya bu?
- T : Ya, karena saya gak ditakutin Mbak, kalo bu Pur kan pada takut semua.
- R : Tapi karena takut ya bu?
- T : Iya mungkin takut, tapi pelajarannya tetep *kendho*, walaupun takut tapi nilainya pada jelek, Bu Pur bilang ya *kendho-kendho*.
- R : Tapi sebenarnya gak mendengarkan ya karena gak termotivasi itu ya?
- T : Bakatnya mungkin lain, soalnya latar belakang SD Ngringin itu anak penjual-penjual itu lho Mbak, njenengan tau sendiri to sebagian orang Madura, anak-anak penjual nasi goreng, angkringan gitu, kadang-kadang sebulan gak masuk, gak ngasih kabar.
- R : Bu trimakasih ya bu atas waktunya. Ini kok sudah sore kayaknya mau hujan, saya langsung pamit saja.
- T : Iya gapapa Mbak, udah tau rumah saya sewaktu-waktu bisa main. Bawa mantel gak?
- R : Iya bawa bu, trimakasih. Assalamu'alaikum.
- T : Wa'alaikum salam

Interview 2 (with the student before implementation)

Day : Tuesday
 Date : July 23rd, 2013
 Time : 9.00 a.m.
 R : Researcher
 S27 : Rista Wahyu

- R : Namanya siapa?
- S27 : Rista, Rista Wahyu.
- R : Dik Rista seneng gak sih belajar bahasa inggris?
- S27 : Seneng.
- R : Trus, kesulitan dik Rista hadapi ada?
- S27 : Iya.
- R : Apa?
- S27 : Cara membaca.
- R : Cara membaca, kok sama ya, cara ngucapinnya juga gak?
- S27 : Iya.
- R : Oh tadi pas itu ditanya gak.

- S27 : Ditanya.
 R : Bisa gak?
 S27 : Gak bisa.
 R : Kalo pas sulit tanya gak ke temen?
 S27 : Kadang.
 R : Kalo ke guru?
 S27 : Sering.
 R : Materi, nah sekarang materi bahasa inggris, dari LKS dan buku paket susah gak sih yang dikasih bu guru?
 S27 : Agak sulit.
 R : Trus di kelas, cara bu guru mengajar gimana dek?
 S27 : Mencatat.
 R : Selain mencatat?
 S27 : Permainan.
 R : Tapi seringnya apa? Setiap pertemuan gitu seringnya apa?
 S27 : Mencatat, ngerjakan LKS.
 R : Kalo medianya pake apa?
 S27 : Papan tulis, buku paket, LKS.
 R : Udah?
 S27 : Udah.
 R : Kalo di kelas guru menjelaskan atau kadang ngobrol sama temen?
 S27 : Kadang.
 R : Kadang-kadang ngobrol? Kenapa?
 S27 : Hehe.
 R : Kok tadi teman-teman banyak yang rame kenapa?
 S27 : Kalo sama Miss Erna mesti banyak yang rame.
 R : Ya gitu ya, makasih.

Interview 3 (with the student before implementation)

- Day : Tuesday
 Date : July 23rd, 2013
 Time : 9.00 a.m.
 R : Researcher
 S28 : Shafadella Malikaputri
- R : Namanya siapa, dek?
 S28 : Shafa.
 R : Kok Shafa juga?
 S28 : Shafadella Malikaputri.
 R : Dik panggilannya siapa?
 S28 : Della.
 R : Seneng gak belajar bahasa inggris?
 S28 : Seneng.
 R : Tapi tadi rame, bisa belajar dengan rame gitu?
 S28 : (tertawa , malu-malu)
 R : Biasanya apa yang paling sulit? Ada gak?
 S28 : Kalo bahasa inggris mengartikan hurufnya.
 R : Apa? Mengartikan kata maksudnya?
 S28 : Iya.

- R : Trus apalagi? Cara ngucapinnya bisa gak?
 S28 : Enggak.
 R : Materinya yang dikasih sulit gak?
 S28 : Agak sulit
 R : Kalo cara bu guru mengajar gimana di kelas?
 S28 : Mencatat, trus permainan.
 R : Yang sering apa?
 S28 : Mencatat.
 R : Media yang sering digunakan di kelas apa?
 S28 : LKS, paket, sama buku catetan.
 R : Media-media itu membantu dek Della gak?
 S28 : (mengangguk)
 R : Tapi lebih membantu mana, misal pake gambar gitu?
 S28 : Gambar dong mbak.
 R : Kalo biasanya di kelas dikasih kesempatan bertanya gak?
 S28 : Engga mbak.
 R : Selalu mengerjakan tugas dari bu guru?
 S28 : Iya, selalu.
 R : Bener? Kalo pas bu guru njelasin ndengerin gak? merhatiin?
 S28 : Iya.
 R : Pernah ngobrol sama temen gak?
 S28 : Pernah.
 R : Kenapa hayo? Bosen ya?
 S28 : Iya, biasanya pada gitu.
 R : Kalo bu guru lagi njelasin gitu bosen trus ngobrol?
 S28 : Iya (tersenyum malu-malu)
 R : Di kelas kan rame, biasanya rame gitu ya? Kenapa dek kira-kira?
 S28 : Yang cowok suka mainan mbak, jadi kalo pelajaran Miss Erna mesti rame kayak gitu, aku sebel gak bisa belajar.
 R : Oke, makasih ya dek.
 S28 : Ya Mbak.

Interview 4 (with the student before implementation)

- Day : Tuesday
 Date : March 28th, 2013
 Time : 9.00 a.m.
 R : Researcher
 S29 : Shafa Dewi Avrilia
- R : Nama lengkapnya siapa dek?
 S29 : Shafa Dewi Avrilia.
 R : Panggilannya?
 S29 : Shafa.
 R : Dek Shafa seneng gak bahasa inggris?
 S29 : (Mengangguk)
 : Oke, terus kesulitan apa yang dek shafa dihadapi? Cara mbaca, cara ngucapin ya?
 R :
 S29 : Iya.
 R : Materinya, kalo materi bahasa inggris sulit gak?
 S29 : (diam)

- R : Yang dikasih, yang dicatat itu, Yang kayak tadi sulit gak?
 S29 : Agak sulit.
 R : Selama ini kegiatannya apa di kelas?
 S29 : Mencatat,sama (diam)..... permainan.
 R : Permainan? Trus apalagi? Seringnya apa?
 S29 : Mencatat.
 R : Medianya apa? Papan tulis, Selain itu?
 S29 : LKS, buku paket, udah.
 R : Pernah dikasih gambar gak?
 S29 : Pernah.
 R : Pernah? Kayak apa gambarnya?
 S29 : (Diam)
 R : Tapi bisa pake gambar jadi bisa?
 S29 : (diam)
 R : Dikasih kesempatan bertanya gak di kelas? Siapa yang mau tanya gitu?
 S29 : Engga mbak.
 R : Trus gimana?
 S29 : tanya sendiri dong
 R : Oh inisiatif tanya ya, oh pinter kamu, biasanya tanya sama temen juga ya?
 S29 : Iya.
 R : Oh, kalo pas guru njelasin dengerin gak?
 S29 : Emm, dengerin.
 R : Tapi sering ngobrol gak?
 S29 : Iya, hehe.
 R : Iya, tapi kalo bu guru nanya njawab gak?
 S29 : Kadang njawab, kadang engga.
 R : Kenapa enggak?
 S29 : Gak tau jawabannya.
 R : Gak tau, sulit gak?
 S29 : Iya sulit.
 Di kelas kalo pas pelajaran gitu ada rame kayak tadi gak sih?apa cuma yang
 R : tadi aja?
 S29 : Rame, kalo sama Miss Erna mesti rame deh mbak.
 R : Kenapa kira-kira?
 S29 : Mungkin bosan.
 R : Selalu rame ya?
 S29 : Iya.
 R : Makasih ya.

Interview 5 (with the collaborator after meeting 1 of cycle 1)

Day : Tuesday

Date : September 3, 2013

Time : 08.21 a.m.

R: Researcher C: Collaborator

- R : Tadi saya sudah menerapkan action yang pertama, tadi aktivitasnya sudah membuat anak aktif dalam pembelajaran?
 C : Ya waktu mereka bermain mereka senang gitu ya, cuman ada beberapa kekurangan ketika kamu menjelaskan prosedur bermain dan ketika kamu membagikan media bermain, kamu malah kesulitan sendiri karena ada beberapa

anak yang memang trouble maker, ada yang beberapa yang trouble maker, dan harusnya kamu meminta bantuan ke dia, minta bantuan dong bagikan ini ke temen-temen, nah ini adalah salah satu cara untuk menenangkan anak-anak. Tadi itu memang semua kerjaan kayaknya terfokus pada kamu, gitu. Alangkah baiknya anak-anak yang trouble maker itu diberdayagunakan karena kalo mereka diminta bantuannya mereka akan senang.

R : Tapi tadi anak-anak sudah merasa nyaman dan aman?

C : Karena ini pertemuan pertama saya rasa belum.

R : Manajemen kelas gimana?

C : Menurut saya kurang, routine and pattern harus sering digunakan aja. Mereka waktu main game senang tapi karena waktunya kurang, jadi ya itu time manajemen dan classroom manajemen perlu diperbaiki lagi.

R : Oke, tadi anak-anak cukup dimotivasi gak sih? Misalnya ketika mereka bisa speaking mereka cukup termotivasi, oh saya bisa ternyata, gitu.

C : Oh iya, untuk apresiasi itu sudah bagus, kamu tadi menggunakan language function, memberikan pujian good, great gitu, ditambah mengacungkan jempol tadi. Jadi anak lebih termotivasi.

R : Untuk memberikan masukan pronunciation dan vocab juga.

C : Tadi waktu anda bilang tirukan saya-tirukan saya, tanpa anak-anak tahu liriknya itu ya kurang menurut saya, harusnya kamu tulis di papan tulis, mereka lihat tulisannya biar mereka sama-sama nyanyi biar anak-anak yang belakang juga bisa mengikuti. Pas menyanyi juga bisa untuk saling bercakap, row 1 dengan row 2 misalnya. Terus kalo ada row yang lagi nyanyi, row yang lain ngapain coba, biar gak rame ya mereka suruh menilai.

R : Iya tadi saya menyadari lupa menulis liriknya di papan tulis, saya pikir ketika mereka mendengarkan mereka bisa, tapi gak mempertimbangkan besarnya kelas, em kira-kira pembelajaran tadi bermakna gak bagi anak-anak? Mereka merasa inituh penting bagi mereka dan masih inget terus.

C : Menurut saya belum, ini tuh belajarnya kemana sih? banyak yang masih ramai, mungkin pertemuan selanjutnya class rules perlu diterapkan juga untuk yang ramai atau mau keluar kelas. Pas presentasi itu kan anda harusnya pake realia, ini kan things in the classroom kenapa anda gak menggunakan yang nyata? Show me a ruler, minta anak-anak menunjukkan penggaris mereka, atau do you have a pen? trus mereka menunjukkan kamu bilang yes, that is a pen. Kayaknya pekerjaan semua ada di guru semua.

R : Oh okey, trus media yang digunakan gimana?

C : Sip, kamu menggunakan flashcard gitu dah oke, besar dan bisa dilihat dari belakang.

R : Jadi dari belakang bisa terlihat ya?

C : Iya bisa.

R : Okey, kalo partisipasi anak bagaimana?

C : Iya udah aktif sih, cuma karena manajemen waktunya aja. Aktif kok anaknya, cuma sayang cuma sebentar tadi mainnya.

R : Oh yang game things in the middle itu anak bisa dikatakan aktif ya?

C : Iya itu mereka mau bermain.

R : Trus yang bisa dikatakan berhasil menurutmu yang mana?

C : Yang game yang terakhir itu cukup bisa membuat anak-anak itu fun gitu ya, enjoy, mereka bisa bermain, mereka bisa tertawa, kelihatan senang belajar, masing-masing anak tau apa yang mesti dilakukan, membagikan kartu, membaca rule-nya, paling hanya satu kelompok di belakang itu.

- R : Trus saran kamu gimana kedepannya?
 C : Classroom manajemen , ya itu tadi ya, terapkan class rules, routine and pattern harus terus diterapkan, misal pake jargon horray, Hi. Oh iya, tadi waktu anda bilang Yes, I can , sebagian anak-anak sudah bisa menjawabnya dan bisa membuat mereka aktif belajar lagi.
 R : Oh iya, berarti itu yang dipertahankan ya, dan diperbaiki dengan menambahkan.
 C : Trus kalo menggunakan song itu yang simpel, jangan yang terlalu berat, dan prosedurnya yang benar.
 R : Oke, pembelajaran ini sudah sesuai dengan minat anak-anak secara umum? sudah sesuai dengan usia mereka belum?
 C : Cukup menarik buat mereka...cukup interesting lah buat mereka.
 R : Oke, trus keterkaitan dengan kegiatan sehari-hari gimana?
 C : Gamenya itu sudah cukup kok, dan functionnya juga sering dipake mereka pas minjem barang di kelas gitu.
 R : Tadi fokus ke anak-anak, sampe lupa jam, oke gitu aja mbak Sato. Trimakasih.
 C : Yap, sama-sama ya Isti.

Interview 6 (with the students after meeting 1 of cycle 1)

Day : Tuesday
 Date : September 3, 2013
 Time : 09.15 a.m.
 R : Researcher
 S9: Alfia S31 : Wulansari

- R : Gimana tadi seneng gak?
 S31 : Seneng.
 R : Senengnya gimana? Kenapa kok seneng?dek wulan sini dulu mau kemana
 S9 : Kenapa mbak?
 R : Eh iya dek alfia, gimana tadi seneng gak?
 S9 : Seneng.
 R : Senengnya gimana?
 S9 : Karena ada permainannya.
 R : Oh karena ada permainan.
 S9 : seru jadinya.
 R : Oh seru ya, gambarnya gimana menarik gak?
 S9 : Iya, berwarna soalnya tadi.
 R : Mudeng gak tadi apa yang dipelajari?
 S9 : Agak tau.
 R : Agak tau ya, Yang kurang apa tadi?
 S9 : Apa ya?
 R : Apa ya? Pada rame tadi ya?
 S9 : Iya miss, jadi bingung.
 R : Besok gimana? Tetep pake permainan ya.
 S9 : Iya, suka banget.
 R : Oh suka banget, tapi tadi bisa permainannya?
 S9 : Iya dong.
 R : Bisa ngomongnya?
 S9 : Agak.
 R : Oh agak, oke makasih ya alfia.

Interview 7 (with the students after meeting 1 of cycle 1)

Day : Tuesday

Date : September 3, 2013

Time : 09.15 a.m.

R : Researcher

S27 : Rista S29: Shafa S11: Annisa S18: Fadhila

R : Dek della ya?

S9 : Shafa.

R : Dek shafa gimana tadi pelajarannya seneng gak?

S29 : Iya.

R : Gimana ceritain, suka yang game gak?

S27 : Ya suka bangetlah mbak.

R : Tapi tadi tau gak cara mainnya?

S27 : Agak gak.

R : Tapi tadi ada petunjuknya.

S27 : Iya ding.

R : Tapi tadi bosen gak ikut pelajarannya miss Isti?

S27 : Gak bosen, Miss.

S29 : Seneng.

R : Seneng? Bener?

S29 : Iya, Miss.

R : Kalo medianya tadi yang miss tunjukin menarik gak?

S29 : Iya miss.

R : Besok kalo pake permainan gitu seneng ya?

S29 : Iya.

R : Tadi belajarnya tau gak tentang apa? Eh siapa namanya anisa?

S11 : Agak gak.

R : Kurang jelas ya?

S11 : Iya.

R : Tadi tadi gak bosen kan pelajarannya miss Isti?

S11 : Seneng.

S27 : Seneng lah miss.

R : Oke, rista ya, ni Dek siapa ya?

S18 : Fadhila.

R : Panggilannya Fadhila atau Dhila?

S18 : Dhila.

R : Dhila tadi seneng gak?

S18 : Seneng.

R : Seneng? Tapi bisa gak mainnya?

S18 : Agak bisa.

R : Agak bisaan? Tadi bisa ngomong bahasa Inggrisnya.

S18 : Sedikit.

R : Eh mau istirahat ya, yaudah makasih ya.

Interview 8 (with the students after meeting 1 of cycle 1)

Day : Tuesday

Date : September 3, 2013

Time : 09.15 a.m.

R : Researcher

S13 : Arif

R : Arif, tertarik gak belajar bahasa Inggris tadi?

S13 : Ya tadi mainannya bagus.

R : Seneng sama gambar-gambarnya juga ya?

S13 : Ya.

R : Arif tadi bisa mainnya ya?

S13 : Bisa.

R : Habis belajar bahasa Inggris masih inget gak?

S13 : Hehe, can I can I gitu opo miss.

R : Can I have a pen? Mudeng kan ya penjelasan Miss Isti?

S13 : Engga.

R : Oh engga to? Amir paling belakang sendiri kok ya?

S13 : He e, kurang keras.

R : Oh gitu, ya deh besok lebih keras lagi, seneng belajar berkelompok gak?

S13 : Iya.

R : Mau main ya? makasih Arif

S13 : Yo.

Interview 9 (with the students after meeting 1 of cycle 1)

Day : Tuesday

Date : September 3, 2013

Time : 09.15 a.m.

R : Researcher

S24 : Rizki Nur

R : Eh dek, sebentar mbak mau nanya-nanya sebentar ya?

S24 : Apa to mbak?

R : Bentar aja kok, yang mainannya tadi, seneng gak?

S24 : Aku gak tau mainnya gimana, tadi baru mulai bentar dah habis.

R : Oh iya, kalo besok missal diulang lagi mau?

S24 : Ya maulah mbak, apik gambare.

R : Oh bagus ya gambarnya, mudeng gak penjelasan miss Isti?

S24 : Emm, lumayan Miss, tapi jangan kebanyakan inggrisnya.

R : Yap, seneng gak sih belajar kelompok gitu?

S24 : Seneng .

R : Kok tadi agak rame sih, kenapa?

S24 : Mbuh, aku gak rame kok.

R : Sip deh, makasih ya Riz.

Interview 10 (with the students after meeting 1 of cycle 1)

Day : Tuesday

Date : September 3, 2013

Time : 09.15 a.m.

R : Researcher

S3 : Iman

- R : Hei....., sini sebentar aja.
 S3 : Apa Miss?
 R : Oh iya, gimana tadi paham gak pelajarannya?
 S3 : Can I have gitu ya miss.
 R : Sipp, bisa dong nyanyi tadi.
 S3 : Angel je miss, kok lagunya kenai kenai apa to.
 R : Oh sulit ya, oke deh besok lagi yang gampang-gampang aja. Seneng gak mainannya.
 S3 : Yang dadu miss? Suka banget, tapi bentar banget.
 R : Oh iya, berarti Iman bisa ngikutin peraturannya kan ya, sip, besok mungkin ada lagi, gak bosan to?
 S3 : Enggaklah, bener ya Miss, besok ada lagi yang kayak gitu. Gak bosan aku.
 R : Coba lihat besok ya, tapi gak rame lagi lho ya.
 S3 : Yo.
 R : Tadi penjelasan Miss ngerti gak?
 S3 : Sithik.
 R : Makasih ya, sana main lagi.

Interview 11 (with the students after meeting 1 of cycle 1)

- Day : Tuesday
 Date : September 3, 2013
 Time : 09.15 a.m.
 R : Researcher
 S30 : Walindra

- R : Eri dan Indra sini miss mau ngomong bentar.
 S30 : Apa miss?
 R : Oh Indra yaudah kamu aja, Eri gak mau ya? Asik gak tadi belajarnya?
 S30 : Lumayan miss. Yes I can, aku suka.
 R : Oh suka yang itu, yang things in the middle gimana? Mainan yang ada dadunya itu lho.
 S30 : Gak tau, tadi belum dapet giliran kok aku. Tapi aku pengen main lagi.
 R : Bener mau lagi? Suka kan ya sama gambar-gambarnya?
 S30 : Iya, apa to miss kok nanya-nanya?
 R : Iya kan mau tau pendapatnya, besok biar lebih seru lagi, bisa nggak lagunya.
 S30 : (menggeleng)
 R : Belum bisa ya, oke deh, mudeng gak penjelasan miss Isti.
 S30 : Iya mudeng kok. Miss aku kesana ya.
 R : Eh iya, tadi Indra gak rame kayak tadi hebat lho. Tos dulu.
 S30 : Ya.
 R : Makasih banyak ya.
 :

Interview 12 (with the English teacher after meeting 1 of cycle 1)

- Day : Tuesday
 Date : September 3, 2013
 Time : 16.30 a.m.
 R: Researcher T: Teacher

- R : Bu, ini menurut jenengan aktivitas tadi sudah membuat anak-anak nyaman sebagai individu dan kelompok gak bu?
- T : Sebenarnya anak-anak tuh seneng ya mbak, terutama yang perempuan-perempuan, tapi ada anak belum paham apa maksud dari mbak Isti, soalnya mbak Isti memerintahkan pake bahasa Inggris to itu.
- R : Oh gitu.
- T : Trus, anak-anak bingung mau apa, bu ini gimana caranya ,ditulis bu?
- R : Yang things in the middle game itu ya bu?
- T : Iya things in the middle, itu kan ada tulisannya, jenengan disuruh opo, yang dikasih kertas itu lho.
- R : Oh itu yang *practice*.
- T : Oh kamu *practice* latihan berdua, kamu disuruh latihan berdua, trus pake can I have, nanti jawabnya sure, here it is, mereka gak paham itu disuruh nulis bu? Kan biasanya pake LKS bu, gak disuruh nulis, kamu disuruh speaking, ngomong, ini lho, kamu kalo gak hafal bisa baca, nanya sama temennya, oh iya bu, mbak Isti kan memerintahkan pake bahasa Inggris jadi ada yang gak paham, harusnya bahasa Inggris dan bahasa Indonesia.
- R : Iya, akhirnya saya keliling menjelaskan ke beberapa anak.
- T : Mereka pengen tapi gak tau apa yang dilakukan.
- R : Oh gitu, oke bu, nah kalo menurut njenengan manajemen kelasnya gimana bu?
- T : Saya juga merasa kesulitan ya mbak, saya paham sih situasi kelasnya, mereka kan pada nakal-nakal to yang laki-laki terutama, kalo yang perempuan-perempuan tertarik yang depan-depan, sebelah barat itu lho pancen angel diatur, mereka pancen pengennya sakkarepe dhewe, kalo disuruh menirukan menirukanne koyo ngono, sifatnya kayak gitu, tapi kalo yang depan-depan anak-anak bisa ngikutin. Yang depan-depan dimenej bisa.
- R : Ni kalo misalnya anak-anak diatur tempat duduknya bisa gak ya bu?
- T : Mungkin yang anteng sama yang nakal.
- R : Yang agak lebih bandel itu di depan gitu gak bisa ya bu?
- T : Ya sebenarnya bisa, tapi mereka itu kadang-kadang susah, kayak tadi aja ribut.
- R : Pindah-pindah ya?
- T : Ada temen yang pindah aja dimarahin, sebenarnya kalo dibagi dua enak, laki sendiri perempuan sendiri, tapi cuma satu yaudah, mungkin yang nakal-nakal depan. Yang lagu tadi, anak-anak kan tau nadanya, kata-katanya gak tau, mereka itu harusnya lagunya itu kalo pengen bisa, eh tapi waktunya kurang ya, misalnya mau ngadain lagu ya nulis dulu lagunya, atau udah nulis ditempel papan tulis kasih selotip atau apa, anak-anak suruh baca dulu, tau kalimatnya, kalo njenengan langsung nyanyi tau nadanya mau ngomong bingung, Gak hafal kata-katanya itu.
- R : Dan ditambah beberapa masih rame ya bu.
- T : Iya, terutama gak tau apa yang diomongke.
- R : Kalo manajemen waktunya bu?
- T : Sebenarnya itu gara-gara tadi, eh kok waktunya kurang kenapa ya? Apa mungkin terlalu banyak latihannya ya? Mungkin banyak latihannya tadi, terlalu banyak latihannya, jadi anak-anak mau permainan, kecewa sih kok waktunya udah habis, kalo saya lanjut nanti saya dimarahin.mungkin tadi banyak di presentation yang menirukan a pencil itu mungkin, jadinya waktunya kurang.
- R : Tapi itu permainan justru productionnya disitu, kan saya pake teknik PPP,

- permainannya itu production jadi mereka memang speakingnya disitu..
- T : Mereka ada yang gak tau, bu ini dadunya gimana, ini gini aja.
- R : Untungnya ada bantuan peraturannya itu ya bu, untungnya saya tulis.
- T : Paling tidak anak-anak yang udah tau membantu yang lain ya, tapi kadang-kadang mereka malah untuk main kartu itu lho mbak, gambar-gambaranya gak untuk dialog.
- R : Oh yang grup empat itu ya, tapi sudah tak arahkan lagi.
- T : Iya untungnya keliling juga, itu idenya bagus mbak, mainannya menarik kok.
- R : Anak-anak cukup diapresiasi gak bu?
- T : Cukup juga sih, ada yang tertarik, ada yang rame sendiri, ya macem-macam sih karakternya, tapi mbaknya suaranya kurang keras.
- R : Kurang keras ya? Kalah sama anak-anak.
- T : Soale bocahe rame kok mbak.
- R : Materi sudah sesuai kurikulum kan, Bu?
- T : Iya mbak, tadi ada yang menarik, kalo misalnya rame disuruh gini-gini.
- R : Oh yang rolling-rolling up itu ya? routine and pattern berarti cukup efektif ya bu?
- T : Anak-anak suka belum pernah saya gituin, itu inovasi baru.
- R : Saya gini, English Yes I can, itu agar anak tertarik dan memperhatikan lagi.
- T : Tapi njenengan memberitahu apa sih artinya Yes I can itu, harusnya menerangkan ke anak-anak, artinya saya dapat.
- R : Tapi mereka gini nanti suatu saat mereka tahu oh iya aku bisa, kalo sepemahaman saya kelas empat itu udah taulah artinya.
- T : Tapi mereka gak tau artinya, malah dho nyelelek to no , gak tau artinya soale.
- R : Oh itu mungkin yang bandel tadi ya bu?
- T : Oh iya, kebanyakan sudah bisa, tadi saya memperhatikan, tapi bagus itu mbak inovasi baru.
- R : Berarti itu dipertahankan yang itu ya bu routine pattern.
- T : Iya, yang English yes I can biar gak bosen, soalnya kalo sama saya rame banget.
- R : Kalo yang mengelompokkan itu efektif gak bu?
- T : Itu tadi yang bikin waktunya gak sisa, sing anakal-nakal ono sik narik mejo , mungkin bentuk mainannya kayak gitu jadi ribut dhewe-dhewe.
- R : Mereka malah ribut untuk apa namanya, Ambil posisi itu lho, tempat duduknya mana, tapi saya sudah mengarahkan ini tempat duduknya kelompok satu disini, grup dua, grup tiga, grup empat lima enam.
- T : Tapi malah podho rame.
- R : Kan sudah saya siapkan kertas itu ya bu.
- T : Itu masalahnya waktunya itu mau habis nah njenengan malah permainan, kalo misal di tengah-tengah setengah delapan mungkin gak seperti itu.
- R : Soalnya practice.nya can I have itu belum maksimal. Kira-kira bermakna gak bu, dalam artian kesan mereka seperti apa?
- T : Ya seneng, tau meminjam itu pake can I have , selama ini kan saya belum pernah ngajarin, saya cuma minggu kemarin itu saya cuma mengenalkan kalo buku itu book, kalo vocabularynya itu belum sampai speakingnya itu belum, itu tu pas mau materi itu mau habis waktunya kurang 10 menit, kita materi yang baru kan saya lanjutkan yang kemarin, trus yang lebih lima menit itu saya materi yang baru cuma saya suruh baca pronunciationnya belum sampai yang can I have, ini hal yang baru. Kalo kosakatanya tadi udah pada kenal, kalo

- yang piece of paper bingung kan gambarnya kan a piece of paper selembat kertas, taunya mereka paper, a piece.nya itu gak tau mereka, kalo papernya udah tau kertas.
- R : Saya juga tak drill lebih ke a paper gitu, mereka langsung bisa, nah kalo medianya gimana bu?
- T : Medianya bagus, menarik, kan gambarnya gede-gede.
- R : Di belakang cukup terlihat ya bu?
- T : Bisa mbak, terlihat kok.
- R : Takutnya misalnya saya menunjukkan a sharpener itu kan kecil ya, takutnya gak tau jadi pake gambar yang berwarna juga. Untuk respon siswa terhadap aktivitas tadi gimana bu?
- T : Maksudnya tanggapannya siswa ya?
- R : Iya.
- T : Ya, mereka aku taunya dari situ Agus itu kan celelekan, tapi kok dia bilang dapet ilmu, kayaknya bohong ini, karena dia tadi celelekan Tapi ada yang tertarik, tapi kalo Agus ini gak mau diajar jenengan, dia suruh praktek aja gak mau dia, yang barat itu.
- R : Yang baris deket pintu tadi ya bu?
- T : Yang Iman, itu kelompok yang suruh praktek gak mau, suruh apa gak mau.
- R : Makanya saya dekati gitu ya bu.
- T : Bocahe sering angel itu mbak, gak pernah naik si Agus itu, tapi yang lain seneng, enjoy, kan selama ini saya gak seperti itu, mungkin saya membosankan to, mbakke kan pake Yes I can , saya gak pernah pake gambar kayak gitu, paling saya pake peragaan benda-benda yang ada aja, gak kober saya. Tapi emang bagusny kayak gitu pake gambar-gambar.
- R : Kalo pembelajaran tadi sesuai dengan kehidupan sehari-hari mereka ya bu?
- T : Sesuai, anak-anak kan sering minjem barang-barang di kelas.
- R : Nggih bu.
- T : Trus tadi yang saya perhatikan kok mbak Isti ngomong pake bahasa Inggris terus ya.
- R : English classroom, sebenarnya saya mau membiasakan itu.
- T : Mereka itu bingung, terutama tadi pas berdoa itu.
- R : Nek jenengan pripun?
- T : Nek saya let's pray together, sebenarnya sudah saya ajari, in iartinya ini, jadi anak itu ngerti , jadi gak langsung ngomong bahasa Inggris semua, pada bingung ini apa sih. Kalo SD kan pake bahasa Indonesia juga, stand up, berdiri-berdiri, kalo enggak mereka gak bisa.
- R : Tadi yang stand up itu, oia pake gestur begini (tangan digerak-gerakkan seperti orang berdoa), dan anak-anak ada yang mudeng, ya ya stand up mereka jadi ngikutin. Ya trimakasih sarannya.
- T : Iya.
- R : Tadi kosakatanya sudah bisa ya bu.
- T : Iya, anak-anak sudah bisa, tapi ada yang bacanya kurang dan itu sudah biasa.
- R : Yang kembar itu masih malu-malu ya bu, Dimas sama Rian.
- T : Itu pancen pinter tapi pemalu.
- R : Mereka bisa, tapi yo kurang keras, saya motivasi terus, sebenarnya rajin ya mereka.
- T : Dua orang itu bisa kok, tapi yang Viki itu masih rame.
- R : Nah ni kalo saran ibu, meningkatkan kemampuan mereka, ya ada yang bisa, ada yang mau belajar.

- T : Kalo main kelompoknya jangan terlalu banyak, mending dua-dua aja.
 R : Oh gitu.
 T : itu malah ngentekke wektu, gak permainan malah dho ribut sendiri-sendiri, duduk sama laki-laki gak mau, dua-dua aja atau kalo mau permainan lingkaran di depan itu lho, pake bola atau pake apa gitu, misalnya ada bola ya, trus anak-anak yang laki-laki dulu semua maju, trus njenengan melempar bola dulu, njenengan bertanya misalnya Can I have a pen, nangkap trus sambil njawab itu, trus yang ngasih pertanyaan ke temennya mau minjem apa, jadi kursinya itu gak usah di , masalahnya mereka nata kursi malah ribut gitu. Tapi bolanya jangan yang kayak anak saya yang dua tahun jadi gak berat, laki-laki semua yang maju gantian yang perempuan.
 R : Trus anak-anak yang gak bermain gimana bu?
 T : Nanti nonton itu .
 R : Menilai juga gitu ya, karena kalo cuma melihat banyak yang bosan bu.
 T : Tapi permainan itu cepet banget itu, ya njenengan nglempar ke salah satu anak, trus anak itu melempar ke siapa sambil nanya gitu juga bisa permainan kayak gitu, jangan yang membuang waktu.
 R : Jadi mungkin gini ya bu, sebenarnya bisa, asal waktunya yang cukup ya bu, iya kan mungkin belum cukup waktunya.
 T : Ya mungkin itu untuk ngulang-ngulang to.
 R : Berarti pertemuan selanjutnya permainan itu dilanjutkan lagi ya bu? soalnya banyak anak-anak belum dapet kesempatan bicara.
 T : Iyalah mbak, mending untuk pertemuan selanjutnya aja.
 R : Iya bu makasih sarannya.
 T : Ya mbak, silakan diminum dulu.
 R : Iya bu makasih, bu, ini sudah sore saya pamit dulu ya bu, trimakasih atas waktunya.
 T : Sama-sama mbak, hati-hati di jalan.
 R : Nggih bu, assalamu'alaikum.
 T : Wa'alaikum salam.

Interview 13 (with the collaborator after meeting 2 of cycle 1)

Day : Tuesday

Date : September 10, 2013

Time : 08.21 a.m.

R: Researcher C: Collaborator

- R : Tadi dah lihat ya proses pembelajarannya, tadi kira-kira anak-anak dah seneng mengikuti pelajaran hari ini?
 C : Mereka lumayan seneng saat permainan ya meskipun mereka agak rame.
 R : Oh masih rame ya?
 C : Ya lumayan rame, tapi mending daripada pertemuan yang lalu.
 R : Kira-kira anak dah bisa ngomongnya belum? Dah paham materinya belum tadi?
 C : Sebagian besar menurutku dah lancar ngomongnya, walaupun pronunciation masih jauh lah, tapi ya sebagian lagi memang perlu waktu untuk mikir, belum lancar gitu.
 R : Tapi menurutku semua dah berpartisipasi, menurutmu gimana tadi?

- C : Iya ya, semua ikut main, semua mau ngomong ya walopun tadi ada yang harus didorong temen atau gurunya. semua asik main ya tadi sampe lupa waktu.
- R : Manajemen waktu gimana?
- C : Ya udah bagus tentunya, kan aktivitasnya sedikit, jadi hari ini focus di satu game itu ya?
- R : Iya, kan kemarin kita rencananya gitu, biar anak-anak tambah paham dan penilaian juga maksimal.
- C : Iya sih, pengaturan waktu lebih efisien hari ini.
- R : Oke, soal media dan aktivitas gimana?
- C : Nah ini, yang jadi catetan, kalo aku pribadi kurang setuju kalo materi kemarin jadi dua pertemuan, soalnya takutnya anak bosan to, media dan aktivitasnya sama. Tapi karena minggu lalu manajemen waktu masih kurang ya memang harus jadi dua pertemuan.
- R : Itu evaluasinya ya. Oke manajemen waktunya terus diperbaiki, hehe. Yaudah gitu aja, makasih sato.
- C : Yap, sama-sama

Interview 14 (with the student after meeting 2 of cycle 1)

Day : Tuesday
 Date : September 10, 2013
 Time : 09.15 a.m.
 R : Researcher S14: Astuti

- R : Astuti, gimana dek tadi?
- S14 : Apa Miss?
- R : Tertarik gak sama permainannya?
- S14 : Suka, Miss.
- R : Berkesan gak kegiatannya? maksudnya masih inget gak?
- S14 : Emm, lumayan.
- R : Tadi berarti bisa maennya ya? Ngomongnya juga bisa kan?
- S14 : Iya, Miss.
- R : Coba gimana?
- S14 : Hehe.
- R : Seneng gak setelah pelajaran tadi?
- S14 : Yo lumayan.
- R : Kelompoknya gimana tadi?
- S14 : Aku gak suka kelompokan.
- R : Oh gitu, tadi mudeng gak penjelasan miss Isti?
- S14 : Agak enggak.
- R : Oh gitu, tadi nambah kata-kata baru gak?
- S14 : Enggak, aku dah tau kok.
- R : Oke astuti, makasih ya.
- S14 : Ya.

Interview 15 (with the student after meeting 2 of cycle 1)

Day : Tuesday
 Date : September 10, 2013
 Time : 09.15 a.m.
 R : Researcher
 S12 : Amir

- R : Amir, tertarik gak sama pelajaran hari ini?
 S12 : Ya.
 R : Seneng berarti ya belajar bahasa Inggris hari ini?
 S12 : Iya.
 R : Bisa gak tadi ngomongnya?
 S12 : Agak bisa.
 R : Gimana coba?
 S12 : Lupa, Miss.
 R : Lho, tapi tadi itu belajar apa?
 S12 : Kalo minta pulpen gitu kan.
 R : Iya, bener, can I have a pen? Gitu , seneng gak belajar dalam kelompok?
 S12 : Seneng.
 R : Tadi bisa cara maennya ya?
 S12 : Bisa, Miss.
 R : Penjelasan Miss Isti jelas gak tadi?
 S12 : Jelas, Miss.
 R : Eh Amir, Suka gak sama dadunya, sama kartu-kartunya itu?
 S12 : Iya, suka.
 R : Makasih Amir.

Interview 16 (with the student after meeting 2 of cycle 1)

- Day : Tuesday
 Date : September 10, 2013
 Time : 09.15 a.m.
 R : Researcher
 S22 : Galih

- R : Galih, Tanya-tanya dulu ya, tertarik gak sama pelajaran hari ini?
 S22 : Iya, Miss, bagus mainannya.
 R : Seneng ya berarti?
 S22 : Seneng, besok masih ngajar kan miss?
 R : Masih kok, bisa maennya gak tadi?
 S22 : Bisa lah, kan ada penjelasannya.
 R : Oke, trus mainannya membantu Galih mudeng gak?
 S22 : Iya, aku bisa ngomong bahasa Inggris tadi.
 R : Sip, seneng gak kelompokan gitu?
 S22 : Ya lumayan jadi tambah bisa.
 R : Mudeng gak penjelasan miss Isti?
 S22 : Mudeng kok, kan udah tau juga dari kemarin.
 R : Oh gitu, oke, nambah kosakata bahasa Inggrisnya?
 S22 : Iya.
 R : Galih seneng gak sama dadunya, sama kartu-kartunya?
 S22 : Iya, Miss, bagus.
 R : Oke, makasih ya Galih.
 S22 : Sama-sama, Miss.

Interview 17 (with the student after meeting 2 of cycle 1)

- Day : Tuesday
 Date : September 10, 2013

Time : 09.15 a.m.
 R : Researcher
 S19 : Wulandari

R : Hai dek wulandari ya?
 S19 : Iya, Miss.
 R : Seneng gak belajar hari ini?
 S19 : Seneng.
 R : Seneng apanya?
 S19 : Mainannya, Miss, kemarin cuma sebentar.
 R : Oh iya kemarin cuma sebentar, berarti tadi tambah bisa ya?
 S19 : Lumayan.
 R : Tadi bisa cara mainnya kan dek?
 S19 : Bisa, tapi yang cowok-cowok ada yang rame.
 R : Tadi yang cowok-cowok ikut semua kan?
 S19 : Iya, pada maen semua Miss, tapi ribut aja, males aku.
 R : Waktu main tadi, wulan ngomong bahasa Inggris gak?
 S19 : Iya, kan disuruh ngomong kalo giliran.
 R : Iya betul, gimana coba?
 S19 : Can I have a a a book?
 R : Sip, mudeng gak penjelasan Miss Isti?
 S19 : Sedikit, suaranya gak keras.
 R : Oke, yaudah gitu aja, makasih ya.
 S19 : sama-sama.

Interview 18 (with the student after meeting 2 of cycle 1)

Day : Tuesday
 Date : September 10, 2013
 Time : 09.15 a.m.
 R : Researcher
 S4 : Anggun

R : Anggun ya?
 S4 : Iya.
 R : Tertarik gak sama permainan tadi?
 S4 : Iyalah, Miss.
 R : Seneng ya belajar bahasa Inggris hari ini?
 S4 : Seneng, bisa maen.
 R : Berkesan ya berarti? Maksudnya masih inget gitu gak tadi belajar apa?
 S4 : Sedikit.
 R : Tapi tadi anggun dari awal main terus ya? Berarti bisa kan?
 S4 : Kemarin belum bisa, tadi dah bisa.
 R : Oke, seneng ya kelompokan gitu?
 S4 : Iya.
 R : Mudeng kan penjelasan miss Isti?
 S4 : He'e.
 R : Makasih ya.
 S4 : Sama-sama.

Interview 19 (with the student after meeting 2 of cycle 1)

Day : Tuesday
 Date : September 10, 2013
 Time : 09.15 a.m.
 R : Researcher S24: Rizki Nurhuda

R : Ris, tertarik gak sama mainannya?
 S24 : He'e.
 R : Seneng ya main kayak gitu?
 S24 : Seneng lah, Miss
 R : Jadi bisa ngomong bahasa Inggris ya?
 S24 : Iya, Can I have a pen? Gitu ya miss?
 R : Sip, pinter, berarti bisa cara mainnya ya tadi?
 S24 : He'e.
 R : Seneng gak sih belajar kelompokan gitu?
 S24 : Iya lah, aku jadi bisa ngomong.
 R : Mudeng gak penjelasan miss Isti tadi?
 S24 : Yo lumayan.
 R : Medianya gimana?
 S24 : (diam)
 R : Dadu sama kartu-kartunya itu lho, suka gak?
 S24 : Oh, iya bagus Miss, besok dadu lagi ya.
 R : Hehe, besok dah beda lagi, oke makasih yah.
 S24 : Ho'o.

Interview 20 (with the student after meeting 2 of cycle 1)

Day : Tuesday
 Date : September 10, 2013
 Time : 09.15 a.m.
 R : Researcher S10: Alvino Rangga S21: Nur Wahyu

R : Rangga, tadi kayaknya seneng terus pas pelajaran?
 S10 : Seneng, Miss.
 R : Kenapa tadi?
 S10 : Ada mainannya, dadunya itu buat sendiri ya, Miss. Besok lagi ya.
 R : Besok beda lagi. Wahyu suka gak pelajaran hari ini.
 S21 : Agak suka.
 R : Emang gimana?
 S21 : Rodo gak suka kelompok tadi, tapi aku tadi main Miss.
 R : Kalo gambarnya suka?
 S21 : Lumayan. Biasanya kan pake LKS.
 R : Rangga sama Wahyu ngerti gak sih penjelasan Miss Isti
 S10 : Ngerti aku.
 S21 : Nggak.
 R : Oke deh, besok lebih keras lagi ya. Eh mau main ya? Makasih ya, Miss juga pamit.
 S10 : Ya, Miss.

Interview 21 (with the student after meeting 2 of cycle 1)

Day : Tuesday
 Date : September 10, 2013

Time : 09.15 a.m.

R : Researcher S24: Septian Eri

R : Hai Eri, seneng gak tadi pelajarannnya?

S24 : Miss, dadu lagi ya, suka.

R : Suka ya? Gambarnya suka gak?

S24 : Iya bagus. Itu miss, apa aku juga bisa ngomongnya.

R : Wih, Eri hebat, gimana ngomongnya?

S24 : Can I have a pen?

R : Bisa lho Eri. Pelan-pelan tapi bisa, sip deh berarti ngerti ya penjelasan miss.

S24 : Agak ngerti, Miss.

R : Tadi ikut main sampai selesai dong ya?

S24 : Iya. Miss besok main lagi?

R : Iya, tapi beda lagi. Kalo yang *public notices* tadi tau?

S24 : Apa itu miss?

R : Yang no smoking.

S24 : Oh, stop, no apa lagi lupa.

R : Oke besok belajar lagi deh ya, makasih ya Eri. Mau kemana?

S24 : Jajan.

Interview 22 (with the English teacher after meeting 2 of cycle 1)

Day : Wednesday

Date : September 10, 2013

Time : 16.30 a.m.

R: Researcher T: Teacher

R : Assalamu'alaikum.

T : Wa'alaikum salam, monggo mbak, mau bahas yang tadi ya?

R : Iya bu, gimana anak-anak tadi dah aktif ya bu?

T : Wah iya, seneng mereka main kayak gitu, minggu kemarin mereka kecewa kan karena cuma sebentar, lha tadi mereka puas mainnya.

R : Tadi semua asik main ya bu, penilaiannya juga sudah selesai, makasih ya bu, besok rekapan nilainya menyusul.

T : Iya mbak, anak-anak udah tau peraturannya, jadi semua anak dah tau masing-masing mau apa gitu. Tapi tadi memang rame, tapi ya rame main itu, mereka mau ngomong, ning ya beberapa harus disuruh dulu, ada yang masih malu.

R : Berarti bisa dikatakan mereka cukup termotivasi ya bu?

T : Iya cukup mbak, nyatanya semua anak ikut permainan, trus yang nakal-nakal itu herannya saya mau ngomong bahasa Inggris, ya asal ngomong aja masih celelekan gitu, tapi bisa. Vocabnya juga udah pada hafal.

R : Manajemen waktu gimana bu?

T : Dah pas ya mbak, itu aktivitasnya kan hanya permainan sama notices untuk pertemuan depannya to. Oh iya, Yes I can itu bagus ya mbak, sing rame njuk nggatekke lagi itu. Yang cowok-cowok masih agak celelekan, memang susah mbak.

R : Iya bu, ada masukan apa bu?

T : Ya itu mbak, suara mbaknya kurang keras, agak kurang galak mbak. Gapapa digalakin aja anak-anak, biar gak terlalu rame.

R : Oh iya bu makasih, saya pake pattern yes I can aja bu, besok di cycle dua mungkin classrule bisa diterapkan.

- T : Bisa mbak, soalnya anak-anak kalo gak digalakin celelekan.
 R : Makasih ya bu. Itu saja, saya pamit dulu.
 T : Ya mbak, sama-sama, besok apa?
 R : Reading kan bu, notices yang tadi saya jelaskan itu lho bu.
 T : Oh iya ya, hati-hati
 R : Maturnuwun bu, Assalamu'alaikum.
 T : Wa'alaikumsalam.

Interview 23 (with the collaborator after meeting 3 of cycle 1)

Day : Tuesday

Date : September 17, 2013

Time : 08.15 a.m.

R: Researcher C: Collaborator

- R : Fajri, aku tanya-tanya kamu ya pembelajaran tadi.
 C : Oke, Is.
 R : Tadi menurutmu aktivitas pembelajaran hari ini membuat anak cukup aktif di kelas?
 C : Iya, mereka aktif Is, karena mereka dah tau apa yang dilakukan dengan penjelasan kamu tadi . eh apalagi waktu crossword itu anak-anak pada sibuk ngerjakan, em gak ada yang apa namanya yang buang kertasnya apa gimana gitu , mengerjakan semua.
 R : Oh iya tadi paling agus tadi kayaknya lagi ngambek sama dekatnya, jadi pas practice gak mau, padahal dah tak deketin terus. Kalo secara keseluruhan gimana ya jri?
 C : Iya, mereka bisa kok, pinter-pinter tadi pas ngerjakan. cuma aku ada catatan pas yang practice pertama tadi yang chain word itu. Tadi yang belakang sendiri itu malah baca sendiri menilai sendiri lho Is, hehe.
 R : Oh yang duduk deket kamu itu kan? Iya tadi udah tak jelaskan lagi. Yang matching game gimana?
 C : Sudah bisa Is, tapi tadi ada yang gak mau apa pasangan ya?
 R : Iya itu sudah tak bujuk-bujuk lama, maksudnya kayaknya lebih seneng sendiri ya udah jadinya sendiri. Kalo manajemen waktunya gimana, fajri?
 C : Waktunya bisa pas ya, bisa cepet terus banyak aktivitas, trus permainan selesai. Ya udah pas.
 R : Iya, tadi pas, tadi kan aku ada nyanyi di akhirnya untuk mengisi sisa lima menit terakhir. Oh iya, apakah siswa cukup diapresiasi dalam kelas?
 C : Maksudnya gimana ya? Hehe.
 R : Apa mereka cukup dapet apresiasi, ya paling gak ngerasa eh aku bisa lho gitu gak?
 C : Em, iya sih cukup menurutku, tadi kamu keliling, trus kadang bilang good setelah meriksa pekerjaan anak, ada thank you juga. Kamu juga sepanjang pelajaran banyak senyumnya, hehe. eh yang English Yes I can itu bisa ngatur anak-anak lho Is. Yang tadinya rame jadi tenang, dan memperhatikan kamu lagi. Bagus, bagus.
 R : Oh iya berarti manajemen kelas cukup efektif ya?
 C : Menurutku lumayan, walaupun anak-anak kadang masih ada yang jalan-jalan misalnya mereka udah selesai trus nunggu yang lain itu aja sih. Ya kita emang gak bisa buat mereka duduk di kursi terus, hehe.

- R : Iya fajri, itu masih mending dari pas observasi itu anak-anak masih hiperaktif banget. Tadi kamu lihat kan Viki itu mau mengatur teman-temannya biar gak rame. Dari awal aku dateng udah jadi sahabatliah. Setiap kali aku mau bagi kertas dia mau bagi sampe tadi kan tak suruh terus. Trus dia kayaknya asik banget ngerjain setiap permainan. Iman juga udah berubah, minggu kemarin kadang masih jalan, tadi bisa ngikutin permainan. Jadi caraku untuk mengatur anak-anak ya membuat anak-anak hiperaktif pada sibuk, tak suruh aja bagi kertasnya. Terlihat tadi Viki, Wahyu, Amir, Iman, Rizki, Restu tersalurkan gerak mereka.
- C : Oh gitu ya Is, betul-betul. Tambah lagi tadi yang crossword bikin anak-anak anteng belajar.
- R : Medianya gimana fajri?
- C : Bagus kok, anak kan jadi lebih ngerti lihat gambar-gambar gitu Is. Trus tadi di crossword game vocabnya lebih jelas, mereka juga tahu down, across. Ehm kayaknya bu gurunya khawatir ya anak-anak gak punya catetan gitu?
- R : Iyap, kan biasanya mereka nyatet, makanya besok crosswordnya mau tak bagi lagi, biar disimpn mereka buat belajar. Gitu aja fajri, makasih ya. Thanx a million.
- C : Oke oke Is.

Interview 24 (with the English teacher after meeting 3 of cycle 1)

Day : Tuesday

Date : September 17, 2013

Time : 16.30 a.m.

R: Researcher T: Teacher

- R : Assalamualaikum
- T : Wa'alaikumsalam. Oh mbak Isti , monggo-monggo mbak.
- R : Iya bu, makasih, ganggu lagi nih bu, mau evaluasi pembelajaran tadi pagi.
- T : Anak-anak tadi ngerjakan semua lho mbak tadi. Yang teka-teki itu. Paling cuma Agus gak mau berpasangan tadi.
- R : Iya bu, tadi Agus sudah tak dekatan tapi kok ya tetep gak mau.
- T : Pancen angel mbak, tapi kok gak ada catetannya ya mbak. Kalo ujian gimana? Biasanya saya nyuruh nyatet, nanti gak punya catetan.
- R : Oh iya, besok setelah saya koreksi, mau tak bagikan lagi ke anak-anak biar untuk belajar kok bu. Tadi anak-anak sudah gak rame kayak kemarin ya mbak?
- T : Iya mbak, tadi semua asik ngerjakan itu, nah itu mbak biasanya memang anak kalo nulis gak begitu rame. Tadi mbaknya sudah bagus, manajemen kelasnya juga dah pas, waktu anak rame bisa ditangani, cuma tadi Agus itu yang sulit.
- R : Berarti anak-anak sudah termotivasi ya bu?
- T : Ya sudah cukup.
- R : Medianya menarik gak bu?
- T : Yang gambar-gambar itu kelihatan, biasanya kan saya ambil dari grow with English gak semua punya. Ini mereka bisa punya satu-satu yang crossword. Gambarnya juga jelas pas di awal-awal itu ya, anak-anak pada suka. Pada tertarik, paling yang belakang tadi itu agak rame, saat mbak Isti njelaskan.
- R : Oh masih ada yang rame tadi bu, saya dekati juga ke belakang.
- T : Iya memang harus gitu.respon mereka juga lumayan, mau nirokke, tapi pada nyelelek waktu keep silent jadi keep smile.

- R : Oh itu sih gak papa bu, artinya mereka enjoy kan ya sama pelajaran. Tadi pada mau menirukan tapi mungkin kurang keras.
- T : Iya mbak, sama permainan yang kedua itu masih ada yang belum mudeng mbak, malah pada dibuat maen di belakang itu. Ini gimana to bu gitu.
- R : Arif dan teman-teman itu ya? Wah iya bu, itu saya jelaskan lagi.
- T : Harus sabar to mbak.
- R : Iya bu, berarti bisa lanjut ke cycle 2 ya bu?
- T : Maksudnya mbak?
- R : Kalo bisa dikatakan, ini menurut saya cycle 1 kan cukup bisa memotivasi anak, anak-anak pada aktif, permainan dan media juga cukup menarik kan ya bu, anak-anak yang rame juga sudah bisa ditangani. Menurut njenengan gimana bu?
- T : Ya saya setuju itu mbak, sudah lumayan, nek sama mbaknya kan beda. Yo monggo mbak, berarti pertemuan 4 tapi nanti permainan sama materi beda gitu ya.
- R : Iya bu, saya menerapkan lagu, game, classroom management, sama flashcard ya bu, itu kan beberapa ada catatan tersendiri ya bu?
- T : Itu mbaknya aja monggo gimana enakya, yang pasti catatan saya kalo lagu ya liriknya harus ditulis dulu, sama kalo permainan kelompoknya sedikit aja anaknya, gitu aja mbak. Yang simple biar gak ribet to.
- R : Nggih bu, kalo yang classroom management sudah cukup ya bu?
- T : Dah bagus mbak, tapi mbaknya kurang galak, yang keras ya suaranya, hehe.
- R : Siap bu, nggih nggih, maturnuwun, hehe. Sampun bu, saya pamit dulu, maksih lho bu.
- T : Ya, sama-sama.
- R : Assalamu'alaikum.
- T : Wa'alaikumsalam.

Interview 25 (with the student after meeting 3 of cycle 1)

Day : Wednesday

Date : September 18, 2013

Time : 09.15 a.m.

R: Researcher S32: Yeremi a Feri Krisdianto

- R : Hei Yeri, sini sebentar aja.
- S32 : Apa Miss?
- R : Yeri, masuknya masih lama gak?
- S32 : Baru aja belnya.
- R : Oh iya, gimana kemarin seneng gak?
- S32 : Seneng.
- R : Seneng kenapa?
- S32 : Seneng mainan.
- R : Apa?
- S32 : Aku seneng sama mainannya.
- R : Oh iya, yeri bisa ya mengikuti dari awal mpe akhir?
- S32 : Iya bisa Miss.
- R : Gambarnya menarik gak?
- S32 : Iya, Miss.
- R : Penjelasan Miss ngerti gak?
- S32 : Ngerti.

- R : Oh gitu nih miss bawa yang kemarin, bentar ya, mana ya punya yeri, em nanti aja deh ya, sana kalo jajan lagi, makasih Yeri.
 S32 : Iya.

Interview 26 (with the students after meeting 3 of cycle 1)

Day : Wednesday
 Date : September 18, 2013
 Time : 09.15 a.m.
 R: Researcher S7: Septian Eri

- R : Hey Eri, tos dulu.
 S7 : Hey mbak.
 R : Seneng gak kemarin?
 S7 : Seneng.
 R : Seneng kenapa?
 S7 : Seneng banget bermain.
 R : Oh Seneng banget bermain, belajar apa kemarin?
 S7 : Notices.
 R : Apa aja coba?
 S7 : stop, no littering.
 R : Sip, gambarnya menarik gak?
 S7 : iya, Miss.
 R : Seneng gak sih kelompokan kayak kemarin?
 S7 : Iya.
 R : Mudeng gask penjelasan miss Isti?
 S7 : Mudeng.
 R : Oke, nanti ambil kertasnya di kelas ya, makasih.
 S7 : ya, aku mau jajan.

Interview 27 (with the students after meeting 3 of cycle 1)

Day : Wednesday
 Date : September 18, 2013
 Time : 09.15 a.m.
 R: Researcher S10: Alvino Ranga S15: Claudia Gilang W.

- R : Gimana Ranga?
 S10 : Seneng, mbak dadunya mana?
 R : Oh gak bawa, Senengnya kenapa ranga?
 S10 : Gak tau.
 R : Gambarnya suka gak?
 S10 : Suka.
 R : Suka? Kamu bisa lho yang kemarin, gampang gak teka-tekinya?
 S10 : Iya.
 R : Nih, dibagiin di kelas aja ya? Hey gilang seneng gak kemarin?
 S15 : Seneng.
 R : Seneng ya? Kenapa kok seneng?
 S15 : Karena bermain.
 R : Bisa dari awal sampai akhir ya?

S15 : Bisa dong.
 R : Suka gak gambarnya?
 S15 : Suka.
 R : Ngerti gak penjelasan miss kemarin?
 S15 : Kurang kurang jelas miss.
 R : Kurang kurang? agak kurang jelas ya? Oke, makasih
 S15 : Ya.

Interview 28 (with the students after meeting 3 of cycle 1)

Day : Wednesday

Date : September 18, 2013

Time : 09.15 a.m.

R: Researcher S13: Arif Rahman Hakim S22: Novananda Galih

S13 : Halo Miss.
 R : Halo Arif, Galih, wah lagi makan, belum sarapan ya?
 S22 : Makan Miss.
 R : Iya makasih, miss sudah makan, kemarin seneng gak?
 S22 : Seneng, Miss.
 R : Kenapa?
 S22 : Bisa main, Miss.
 S13 : Mainannya.
 R : Iya, Mainnya sambil belajar kan?
 S22 : Iya.
 R : Jadi mudeng gak pelajarannya.
 Ss : Iya mudeng.
 R : Coba masih inget gak kemarin apa aja?
 S13 : No parking.
 S22 : No swimming.
 S13 : No smoking.
 R : Apalagi?
 S13 : Slipperry.
 R : Oh iya pinter, makasih ya, nih Miss bawain hasil yang kemarin.
 S22 : Sini miss, aku aja yang mbagiin.
 R : Oke.

Interview 29 (with the student after meeting 3 of cycle 1)

Day : Wednesday

Date : September 18, 2013

Time : 09.15 a.m.

R: Researcher S23: Putri

S23 : Miss Isti.
 R : Eh, iya halo Putri, Putri kemarin seneng gak?
 S23 : Seneng.
 R : Senengnya yang mana?
 S23 : Seneng mainannya.
 R : Sini sini ngobrol sini, trus bisa gak mainannya?

S23 : Bisa.
 R : Oh bisa, gampang ya?
 S23 : Gampang.
 R : Menarik gak gambarnya?
 S23 : Menarik.
 R : Oh gitu, suka ya main kayak gitu ya?
 S23 : Suka.
 R : Jelas gak penjelasan Miss Isti?
 S23 : Agak jelas.
 R : Agak, kemarin belajar apa hayo? Masih inget gak?
 S23 : Em, lupa.
 R : Kok lupa? Public notices, apa aja?no parking
 S23 : No fishing.
 R : Yak pintar, trus apa aja?
 S23 : Slippery.
 R : Kemarin waktu dua-dua itu bisa ya?
 S23 : Bisa, Miss.
 R : Oke, sana main lagi, makasih ya.

Interview 30 (with the student after meeting 3 of cycle 1)

Day : Wednesday
 Date : September 18, 2013
 Time : 09.15 a.m.
 R: Researcher S2: Agus Hermansyah

R : Halo Agus, tos dulu dong.
 S2 : Halo, Miss, ngapain kesini?
 R : Eh miss mau ngasih yang kemarin itu.
 S2 : Apa miss?
 R : Yang crossword, permainan yang terakhir.
 S2 : Oh iya.
 R : Agus, kemarin agus kenapa? Kok waktu matching game berpasangan sama Putri gak mau?
 S2 : Aku males ro Putri, miss.
 R : Oh gitu, tapi sebenarnya suka kan sama permainannya?
 S2 : Iya je miss, tapi ra seneng ro Putri.
 R : Oh gitu, makasih ya Agus.
 S2 : Iya.
 R : Nih buat kamu Agus, buat belajar ya ditempel di buku catetan.
 S2 : Ya.

Interview 31 (with the students after meeting 3 of cycle 1)

Day : Wednesday
 Date : September 18, 2013
 Time : 09.15 a.m.
 R: Researcher S8: Adinda

S8 : Miss, kok selalu tanya-tanya kayak gitu sih?
 R : Eh Dinda, iya kan biar tahu kalian seneng apa enggak, trus kalo ada yang kurang bisa tau dan bisa diperbaiki di pertemuan selanjutnya, menurut Dinda

- apa yang kurang kemarin?
- S8 : Apa ya? Kemarin agak gak suka mainnya
- R : Kenapa?
- S8 : Em, kenapa ya?
- R : Gak ada pasangannya ya kemarin pas main yang pertama itu, Chain word?
- S8 : He em.
- R : Tapi bisa ngerjain kan yang crossword itu?
- S8 : **Iya.**
- R : Ngerti gak yang miss jelaskan?
- S8 : Ya agak-agak.

Interview 32 (with the students after meeting 3 of cycle 1)

Day : Wednesday
 Date : September 18, 2013
 Time : 09.15 a.m.
 R: Researcher
 S4: Anggun S19: Wulandari

- R : Halo adik-adik, nih miss bawain yang kemarin itu.
- S19 : Punyaku mana miss?
- R : Itu coba cari di tempat Amir atau Galih, seneng gak kemarin wulan?
- S19 : Emm, seneng Miss
- R : Kenapa senengnya?
- S19 : Suka sama yang permainan teka-teki itu.
- R : Oh iya, permainan lain suka?
- S19 : Iya.
- R : Berarti bisa ngerjain ya? Hebat kamu
- S19 : Iya, Miss.
- S4 : Miss, punyaku mana?
- R : Itu di Amir, gimana kemarin seneng gak?
- S4 : Seneng banget, Miss.
- R : Kenapa?
- S4 : Aku bisa main.
- R : Ngerti kan pelajarannya?
- S4 : Agak-agak.

Interview 33 (with the students after meeting 3 of cycle 1)

Day : Wednesday
 Date : September 18, 2013
 Time : 09.15 a.m.
 R: Researcher S20: Mita

- R : Mita gimana seneng gak kemarin?
- S20 : Seneng, Miss.
- R : Kenapa?
- S20 : Ya seneng aja, bisa main, seru Miss, apalagi yang ini (menunjukkan kertas crossword)
- R : Iya, kamu bisa ngerjain ya?
- S20 : Bisa dong.
- R : Suka gak sama gambar-gambarnya?

S20 : Yang mana?
 R : Yang di awal pelajaran itu dek?
 S20 : Iya.
 R : Jelas gak kalo Miss nerangin?
 S20 : He'e.
 R : Eh coba public noticesnya apa aja?
 S20 : No smoking, apa ya, stop, no parking ya Miss?
 R : Siip...oke makasih ya Mita..

Interview 34 (with the students after meeting 3 of cycle 1)

Day : Wednesday
 Date : September 18, 2013
 Time : 09.15 a.m.
 R: Researcher S28: Shapa Della

S28 : Eh punya mana ya?
 R : Eh ada Della, seneng gak kemarin?
 S28 : He em, seneng Miss, ini nilainya berapa Miss? Kok cuma nolnya ada tiga?
 R : Eh itu kan good, coba dibaca lagi. berarti kamu bisa ngerjain semua, wah hebat.
 S28 : Hehe, iya miss aku bisa.
 R : Della suka gak si sama gambarnya?
 S28 : He'e, Miss.
 R : Jelas gak sama penjelasan Miss Isti?
 S28 : Lumayan, Miss. Aku mau masuk ya miss.
 R : Oke, makasih ya dek.

Interview 35 (with the students after meeting 3 of cycle 1)

Day : Wednesday
 Date : September 18, 2013
 Time : 09.15 a.m.
 R: Researcher S6: Viqi

R : Viqi, gimana kemarin?
 S6 : Apa, Miss?
 R : Tuh punyamu, hebat ya bisa ngerjain, seneng gak kemarin?
 S6 : Seneng.
 R : Seneng gimana?
 S6 : Penak Miss. Bisa main banyak.
 R : Bisa ya nulisnya tadi?
 S6 : Bisa dong
 R : Coba apa aja public notices nya?
 S6 : Apa?
 R : Coba apa aja selain no smoking?
 S6 : Stop, no fishing, no no littering, udah.
 R : Oke, sip, makasih ya fiqi, eh seneng gambarnya gak?
 S6 : Seneng, Miss.

Interview 36 (with the collaborator after meeting 1 of cycle 2)

Day : Tuesday

Date : October 1, 2013

Time : 09.00 a.m.

R: Researcher C: Collaborator

- R : Mbak Sato, gimana menurutmu, tadi aktivitasnya sudah membuat anak aktif dalam pembelajaran?
- C : Lagunya Is, anak-anak udah tertarik tadi, udah perhatian semua ke videonya. Tapi sayangnya kurang keras, yang belakang jadinya denger kamu nyanyi aja.
- R : Iya ya, duh sayang banget, tapi mending daripada cycle satu itu ya?
- C : Iya, ni kan ada videonya, anak-anak bisa tahu lirik juga.
- R : Manajemen kelas gimana tadi?
- C : Sepertinya kok tadi trouble maker pada beraksi lagi ya, harusnya kamu lebih tegas lagi deh, buat mereka patuh pada aturan.
- R : Oke, berarti aturannya perlu ditulis lagi gak di pertemuan selanjutnya?
- C : Gak usah, yang penting diingetin aja Is. Yang tegas, jangan terlalu lembut soalnya mereka itu cari perhatian banget.
- R : Em iya ya, manajemen waktu tadi udah pas belum?
- C : Iya, sip tadi dah pas.
- R : Oh okey, trus media yang digunakan gimana?
- C : Medianya udah menarik perhatian mereka, trus media-media cukup membuat mereka lebih aktif belajar, tadi waktu Simon Says game itu pada rebutan untuk maju, walaupun beberapa cuma caper aja.
- R : He'e, kalo banyak-banyak ya waktunya gak cukup, tadi pada mau maju akhirnya tak pilih beberapa aja. Nah sekarang permainan tadi membuat anak aktif gak mbak?
- C : Tadi di awal-awal waktu permainan Simon says menurutku mereka kok kurang tertarik ya, terutama beberapa cowok itu. Tapi akhirnya mereka mudeng kok setelah beberapa kali.
- R : Oh gitu ya, iya mungkin gitu, besok suaraku harus lebih keras lagi.
- C : Iya, tapi pas tadi mereka suruh maju, malah pada rebutan, ya emang dasarnya mereka gak bisa diem, jadi tersalurkan untuk belajar.
- R : Yang fun activity terakhir gimana?
- C : Yang versus game itu ya? Semua pada aktif Is, bahkan beberapa ya jujur walaupun salah lima atau berapa mereka tetep bisa mengikuti sampe akhir.
- R : Nah, trus yang bisa dikatakan berhasil yang mana ya?
- C : Yang terakhir itu menurutku. memang mereka lebih aktif di game terakhir.
- R : Iya bener, oke -oke.
- C : Oke, pembelajaran ini sudah sesuai dengan minat anak-anak secara umum?
- R : Iya lumayan, lagunya sudah lebih baik, permainannya gampang sebenarnya.
- C : Oke makasih ya mbak sato.
- R : Ya sama-sama.

Interview 37 (with the students after meeting 1 of cycle 2)

Day : Tuesday

Date : October 1, 2013

Time : 08.45 a.m.

R : Researcher S25: Rian S13:Arif

R : Eh sini dulu, Miss Isti boleh nanya sebentar nggak?
 Ss : Boleh, nanaya apa?
 R : Tadi kalian belajar pakai Simon Says suka nggak?
 S25 : Suka.
 S13 : Suka banget, Miss
 R : Kenapa kok suka? Cerita dong.
 S25 : Seru, Miss, lucu tadi yang kartun yang dibawa Miss itu.
 R : Oh suka ya puppetnya, namanya Simon. Waktu nyanyi bisa gak?
 S25 : Agak, Miss. Gerakannya bisa.
 S13 : Bisa , Miss. Kecilll.
 R : Oke deh, coba wash your hand.
 S13 : (melakukan gerakan mencuci tangan)
 R : Sip. Wah dah bisa berarti . tadi yang belakang ada yang gak ikut ya. Kenapa tuh?
 S13 : Kesel to Miss. Upacara panas tadi.
 R : Oh iya. Oke deh, jelas gak Miss nerangin?
 S13 : Ya lumayan.
 R : Gambar-gambar di LCD tadi bagus gak?
 S25 : Apik.
 R : Gimana menurut, kamu, Arif? Membantu belajar gak?
 S13 : Iya, rodo. Aku seneng kalo pake itu. Gede gambarnya.
 R : Sip deh. Yaudah miss mau nanya yang lain. Makasih ya Rian dan Arif.
 Ss : Ya, da Miss.

Interview 38 (with the students after meeting 1 of cycle 2)

Day : Tuesday

Date : October 1, 2013

Time : 08.45 a.m.

R : Researcher S17: Elsa Rahma

R : Ini Elsa ya, sini dek Miss mau nanya bentar aja.
 S17 : Apa?
 R : Gimana tapi seneng gak pelajarannya?
 S17 : Seneng.
 R : Oh ya? Kenapa dek?
 S17 : Apa ya? Gak tau, tadi yang nyanyi itu, seru Miss.
 R : Bisa gak nyanyinya?
 S17 : Gak ah, malu.
 R : Gambar-gambar di monitor itu suka gak? Jelas kan?
 S17 : Iya.
 R : Tadi pas Survey game, yang terakhir itu Elsa bisa gak ngikutin.
 S17 : Agak bingung, trus tadi dikasih tau.
 R : Oh dikasih tau sama temen akhirnya bisa? Kalo yang Simon says, yang pake tokoh kartun itu suka gak?
 S17 : Emm. Lucu.
 R : Iya ya, seru ya permainannya?
 S17 : Iya dong, Miss. Main lagi ya Miss.
 R : Oke, Miss Tanya yang lain ya. Makasih lho.
 S17 : ya

Interview 39 (with the students after meeting 1 of cycle 2)

Day : Tuesday

Date : October 1, 2013

Time : 08.45 a.m.

R : Researcher S9: Alfiatus S14: Astuti

- R : Hei Alfi, miss mau nanya-nanya dulu, sama Astuti juga ya.
 S9 : Apa to Miss?
 R : Asik gak tadi pelajarannya?
 S9 : Asik, Miss.
 R : Bagian apa yang asik?
 S9 : Ya semuanya, aku suka. Kan jarang ada lagu kayak gitu, yang Simon itu juga.
 R : Astuti gimana?
 S14 : Biasa aja, Miss
 R : Biasa gimana?
 S14 : Tadi aku aku bingung.
 R : Bingungnya gimana?
 S14 : Gak tau, Miss. Cuma seneng aja, pelajarannya beda.
 R : Oh , karena kegiatannya macem-macem ya?
 S14 : Iya.
 R : Bisa nyanyinya gak?
 S9 : Bisa.
 R : Coba gimana?
 Ss : Head, shoulder, kness and toes. Udah ah.
 R : Tuh Astuti juga bisa kok. Yang gambar-gambar menarik gak dek?
 S9 : Iya, Miss, yang sisiran tadi lucu.
 S14 : He'e, bagus, Miss.
 R : Coba comb your hair.
 S14 : Ah bingung Miss, pake gambar bisa.
 R : Yaudah dek, makasih ya.

Interview 40 (with the students after meeting 1 of cycle 2)

Day : Tuesday

Date : October 1, 2013

Time : 08.45 a.m.

R : Researcher S4: Anggun S23: Putri

- R : Anggun ya?
 S4 : Iya, Miss.
 R : Tadi kayaknya seneng banget pas nyanyi. ANggun bisa ya?
 S4 : Sedikit, Miss.
 R : Coba gimana?
 S4 : Nggak mau, malu disini.
 R : Coba kalo touch your head. Your head.
 Ss : (melakukan gerakan memegang kepala)
 R : Eh bisa lho, Putri seneng ya tadi maennya? yang terakhir itu?
 S23 : Agak bingung, tapi lihat yang lain njuk bisa.
 R : Kalo Anggun gimana?
 S4 : Seneng, Miss. Tapi aku suka yang kartun tadi.

- R : Yang Simon says tadi suka ya? Yang gambar-gambar di LCD itu?
 S4 : Lucu-lucu, aku suka. Besok lagi ya Miss. Tapi yang rame suruh diem.
 R : Oke deh. Oh pada mau pergi ya. Makasih ya.
 S23 : Ya, Miss. Besok kesini lagi Miss.
 R : Iya, insyaAllah.

Interview 41 (with the English teacher after meeting 1 of cycle 2)

Day : Thursday
 Date : October 3, 2013
 Time : 16.30 a.m.
 R: Researcher T: Teacher

- R : Assalamu'alaikum bu.
 T : Wa'alaikumsalam mbak, monggo-monggo.
 R : Iya bu, ini mau nanya-nanya pelajaran kemarin. Agak menyesal speakernya kurang gede suaranya, gimana bu anak-anak kemarin tertarik gak?
 T : Yang perempuan-perempuan itu paham ya, mau mengikuti, tapi yang belakang-belakang malah dho celelekan. Tapi sebagian besar ngikuti mbak, paling cuma 5 orang atau 4 orang gak paham apa yang mau dilakukan. Lagunya menarik mbak, cuma kurang keras. Waktunya efisien ya, kalo saya cuma manual, kalo saya yang gak nyentuh, dapet hukuman, paling pertanyaan.
 R : Oh gitu, berarti yang penting tau kosakatanya gitu ya, kalo kemarin gimana bu?
 T : Kalo kayak gini malah bisa praktek mbak, kemarin anak-anak bisa praktek language functionnya to. Touch apa gitu kan.
 R : Iya bu, sebagian besar sudah bisa mengikuti aktivitas gamenya. Walaupun masih ada yang pronunciationnya kurang.
 T : Ya gitu anak-anak, dah mending ya mbak daripada sebelumnya.
 R : Classroom manajemennya gimana bu?
 T : Secara umum dah bagus, ada Yes I can, pengaturan kelompok juga bagus, tapi suara mbak kurang keras, kurang galak.
 R : Mungkin bukan galak ya bu, tapi tegas.
 T : Yang keluar masuk-keluar masuk tadi, akhirnya mbak nyuruh maju itu kan, biar usilnya tersalurkan, kan maen game pake Simon says itu, itu juga bagus.
 R : Kalo sebagian besar gimana bu, anak-anak lebih aktif ya?
 T : Sip mbak, anak-anak lebih aktif dari kemarin-kemarin ya.
 R : Medianya gimana bu?
 T : Menarik mbak, kemarin anak-anak kelihatan suka sama wayangnya itu, sama yang permainan terakhir itu anak juga pada suka gambarnya berwarna. Anak-anak jadi semangat belajarnya.
 R : Oh ya bu, medianya sudah membuat anak tertarik ya bu? Kemarin itu pada rebutan mau maju, malah ada yang iri gak kebagian karena waktunya sudah habis.
 T : Nah itu yang bikin agak rame, tapi malah bagus anak-anak semangat belajar mbak.
 R : Sip bu, ada masukan lagi bu?
 T : Ya paling diperjelas lagi perintahnya, jangan kebanyakan pake bahasa Inggris.

- R : Oh, kurang maksimal penggunaan bahasa Inggrisnya ya bu? Njih maturnuwun.
 T : Gitu aja mbak?
 R : Iya bu, trimakasih.
 T : Ya mbak, sama-sama.

Interview 42 (with the students after meeting 1 of cycle 2)

Day : Tuesday

Date : October 1, 2013

Time : 08.45 a.m.

R : Researcher S10: Alvino Rangga S15: Claudia Gilang

- R : Rangga, seneng gak tadi?
 S10 : Apa e Mbak?
 R : Pelajaran Bahasa Inggris tadi, seneng gak?
 S10 : Iyalah Mbak. Tadi lagunya bagus.
 R : Berarti bisa dong, coba.
 S10 : (Menyanyikan lagu Head, shoulder, knees, and Toes)
 R : Hebat, tos dulu. Tadi di awal gambar-gambarnya bagus ya?
 S10 : He'e.
 R : Gilang, suka gambarnya juga?
 S15 : Iya, bagus, Miss, aku mau pek yang kartun tadi itu.
 R : Yang Simon. Wah itu mau buat dosen Miss. Kapan-kapan ya? Suka ya Gilang?
 S15 : Iya
 R : Yang permainan Simon Says kalian bisa gak?
 S10 : Bisa, Miss.
 S15 : Aku bisa.
 R : Coba Touch your nose.
 Ss : (menyentuh hidung)
 R : Nah, dah bisa berarti. Jelas gak penjelasan Miss Isti? Eh kalian mau pergi?
 S15 : Dada, Miss.
 R : Berarti tadi dah mudeng ya.
 S15 : Ya.

Interview 43 (with the students after meeting 1 of cycle 2)

Day : Tuesday

Date : October 1, 2013

Time : 08.45 a.m.

R : Researcher S32: Yeremia

- R : Hai yeri, Miss mau nanya, tadi seneng gak pelajarannya?
 S32 : Lumayan.
 R : Senengnya bagian apa?
 S32 : Ya semualah.
 R : Yang awal gambarnya menarik gak?
 S32 : Gambar apa?
 R : Yang di LCD itu. Bagus gak?
 S32 : Iya, bagus, Miss.

- R : Eh bentar bentar, Miss tanya lagi, yang Simon says tadi, inget gak ? yang pake kartun tadi.
- S32 : Tadi aku pengen maju tapi dah gak boleh.
- R : Oh berarti bisa ya? Iya tadi kan waktunya dah habis. Yang terakhir bisa nggak?
- S32 : Agak agak.
- R : Coba ya, wash your hand. Wash your hand.
- S32 : Cuci tangan kan Miss.
- R : Iya sip, yaudah makasih ya Yeri.
- S32 : Ya.

Interview 44 (with the students after meeting 2 of cycle 2)

Day : Tuesday

Date : October 8, 2013

Time : 09.15 a.m.

R : Researcher S4: Anggun

- R : Anggun, gimana tadi seneng gak pelajaranya?
- S4 : Seneng lah Miss.
- R : Senengnya kenapa?
- S4 : Ya itu tadi kan ngisi-ngisi, trus maju.
- R : Oke deh, gambarnya suka gak dek?
- S4 : Suka Miss.
- R : Tadi yang terakhir , board game, Anggun seneng gak?
- S4 : Seneng.
- R : Tapi bisa gak dek ngomongnya? Coba bisa nggak?
- S4 : Let's go to to apa canteen.
- R : Tuh Anggun bisa kok. Selain canteen apalagi dek?
- S4 : Classroom, yard, karawitan room. Udah.
- R : Oke deh, makasih ya Anggun. Eh seneng gak dapet bintang?
- S4 : Seneng dong, besok lagi ya, Miss.
- R : Oke.

Interview 45 (with the students after meeting 2 of cycle 2)

Day : Tuesday

Date : October 8, 2013

Time : 09.15 a.m..

R : Researcher S32:Yeri S6:Viqi

- R : Viqi, makasih ya sering bantuin Miss. Kamu tuh hebat, besok kalo pas pelajaran Miss Erna gak rame lagi ya.
- S6 : Oke, Miss
- R : Seneng gak pelajarannya.
- S6 : Iyalah, Miss.
- R : Yang mana?
- S6 : Yang pake dadu itu lho.
- R : Yang board game berarti. Bisa ngomongnya? Eh ada Yeri juga, kalian bisa tadi ngomongnya?
- S32 : Bisa.
- S6 : Bisa.

R : Hayo gimana?coba Viki yang ajak, Yeri njawab.
 S6 : Let's go to classroom?
 S32 : Yes.
 R : Nah itu pinter. Gambarnya suka gak?
 S32 : Agak.
 S6 : Sipp, Miss. Bagus.
 R : Jelas gak Miss nerangin?
 S6 : Jelas
 S32 : Iya
 R : Yaudah, makasih ya.
 S6 : Besok masih Miss?tadi aku belom dapet bintang.
 R : Ya, InsyaAllah.

Interview 46 (with the students after meeting 2 of cycle 2)

Day : Tuesday
 Date : October 8, 2013
 Time : 09.15 a.m.
 R : Researcher S22: Galih S13: Arif

R : Kalian kok sering bareng, gimana Galih tadi belajarnya?
 S22 : Ya, Asik, Miss. Seperti biasa.
 R : Apanya yang asik?
 S22 : Semua suka. Tadi pengen maju lagi lho Miss, tapi wong gak boleh og.
 R : Iya, kan waktu kita sedikit. Arif gimana, seneng?
 S13 : Lumayan.
 R : Mudeng gak belajar apa tadi?
 S13 : Itu, Let's go to library, apa lagi ya tadi?
 S22 : Canteen, classroom, ya Miss?
 R : Sip, pinter deh. Gambarnya suka gak?
 S22 : Suka
 S13 : Sama.
 R : Kompak ya, eh kalo dapet bintang seneng ya?
 S22 : Iya miss, aku kan tadi pengen maju biar dapet bintang, eh malah.
 S13 : Aku belum dapet.
 R : Ya besok dapet lagi. Makasih lho ya.
 S22 : Ya, Miss, sama-sama.

Interview 47 (with the students after meeting 2 of cycle 2)

Day : Tuesday
 Date : October 8, 2013
 Time : 09.15 a.m.
 R: Researcher S8: Adinda S11: Annisa S27: Rista

R : Adinda, seperti biasa, Miss mau tanya.
 S8 : Apa?
 R : Seneng gak tadi pelajarannya?
 S8 : Tuh kan nanya it terus. Ya seneng lah Miss.

- R : Kenapa?
 S8 : Ya itu main terus. Seneng sambil belajar juga.
 S27 : Tapi kok gak nyatet to Miss?
 R : Rista pengen nyatet? Tadi pas board game itu Rista semangat.
 S27 : Iya, tapi kalo buat tes gimana?
 S11 : Jangan ding, Miss, enak gitu. Maen.
 R : Annisa suka main yang mana?
 S11 : Ya tadi itu kan, yang terakhir.
 R : Kenapa suka board game?
 S11 : Tau, gak bosan.
 R : Rista gimana?
 S27 : Suka yang maju tadi, dapet bintang. Yang terakhir bintangnya belum ada.
 R : Tadi habis, jadi pertemuan mendatang. Dinda, gimana?
 S8 : Sama.
 R : Seneng yang Speech bubbles, yang maju tadi ya? Oke deh, gambarnya di awal pada suka gak?
 S11 : Agak
 S27 : Suka
 R : Yasudah, makasih banyak ya semuanya.
 S27 : Ya, Miss.

Interview 48 (with the English teacher after meeting 2 of cycle 2)

Day : Tuesday
 Date : October 8, 2013
 Time : 08.10 a.m.
 R: Researcher T: Teacher

- R : Bu Erna, trimakasih banyak bu hari ini.
 T : Wah bagus mbak tadi, trimakasih ya.
 R : Sama-sama bu, mau ngajar ya bu di kelas lain? Tadi anak-anak gimana bu?
 T : Iya anak-anak sudah aktif speakingnya lebih baik dari yang kemarin-kemarin.
 R : Kalo medianya gimana ya bu?
 T : Sudah menarik mbak, anak-anak kelihatan seneng sama gambar dan apa yang di permainan itu apa mbak?
 R : Board game bu.
 T : Iya itu mereka kelihatan antusias, paling tadi rame waktu pada dapet bintang.
 R : Pengaturan waktu bagaimana bu?
 T : Pas ya mbak.
 R : Iya bu, trimakasih bantuannya.
 T : Iya mbak, mari, nanti kalo ada apa-apa sms aja.
 R : Njih bu, trimakasih.

Interview 49 (with the collaborator after meeting 2 of cycle 2)

Day : Tuesday
 Date : October 8, 2013
 Time : 08.30 a.m.
 R: Researcher C : Collaborator

- R : Makasih ya bantuannya, gimana tadi pembelajarannya?
 C : Memang gitu ngajar SD banyak tantangan, seru sih permainannya bagus is.
 R : Emang gimana? Anak-anak aktif gak?
 C : Aktif. Permainannya bisa membuat anak-anak aktif tadi, semua mau belajar di kelompoknya
 R : Tadi aku pake media flashcard, kelihatan gak dari belakang?
 C : Iya kelihatan kok.
 R : Menarik gak tadi untuk anak-anak.
 C : Gini ya, aku lihat tadi semua anak antusias waktu kamu presentation, apalagi ada diskusi tentang sekolah mereka sendiri itu menarik perhatian mereka. Oh iya mereka juga akhirnya bisa pronunciation setiap vocab.
 R : Manajemen waktunya gimana menurutmu?
 C : Oh waktunya? Iya kamu ngatur tadi ya biar bias pas gitu.
 R : He em, ya mungkin karena manajemen kelasnya juga, gimana tadi?
 C : Oh iya yang tadi kalo menenangkan anak-anak udah pake English Yes I can ya, mereka langsung fokus lagi. Tapi yang rame tadi waktu anak-anak minta stiker itu lho is, kan mereka manggil-manggil kamu terus. Agak gak terkontrol yang itu.
 R : Oh iya tadi aku juga nyesel, tadinya aku maunya kalo ada yang dapet tanda bintang itu dicatet dulu gitu biar gak mengganggu, tadi anak-anak sudah merasa terapresiasi gak sih?
 C : Wah anak-anak berebut reward ya, itu cukup membuat mereka semangat apa untuk melakukan game tadi, mereka saling ngingetin juga kalo ada yang lupa speaking. Kamu senyum juga bilang good atau pujian lain ya, bagus Is.
 R : Oke, makasih ya, dah banyak bantuin.
 C : Iya sama-sama lah Is, sukses yah.

Interview 50 (with the students after meeting 3 of cycle 2)

Day : Tuesday
 Date : November 13, 2013
 Time : 08.15 a.m.
 R: Researcher S17: Elsa

- R : Elsa, how are you?
 S17 : I am fine/.
 R : Tertarik gak sama permainannya?
 S17 : Apa mbak?
 R : Tadi tertarik gak sama permainan yang nempel-nempel itu?word puzzle.
 S17 : Aku sama cowok-cowok e, gak asik.
 R : Oh ya gapapa to, tapi seneng sama permainannya gak?
 S17 : Ya mbak, seru.
 R : Kalo yang buat kartu ucapan Elsa bisa?
 S17 : Iya, eh tapi jangan dilihat ya, malu, hehe.
 R : Ya deh, bertarti tau dong tadi belajar apa?
 S17 : Iya.
 R : Miss Isti jelas ya waktu nerangin?
 S17 : Iya jelas.
 R : Oke, makasih Elsa.
 S17 : Ya, sama-sama.

Interview 51 (with the students after meeting 3 of cycle 2)

Day : Tuesday
 Date : November 13, 2013
 Time : 08.15 a.m.
 R: Researcher S22: Galih

R : Hei Galih, makasih ya dah sering bantuin miss, kamu aktif di kelas.
 S22 : Iya, miss, minggu depan dah gak ngajar lagi ya Miss?
 R : Kayaknya udah enggak, Galih, suka gak pelajaran tadi?
 S22 : Suka miss.
 R : Suka yang mana?
 S22 : Semuanya, nempel-nempel, tapi kotor tangannya
 R : Kan bisa cuci tangan tadi, gambarnya menarik gak dek?
 S22 : Iya mbak.
 R : Yang buat kartu ucapan?
 S22 : Aku bisa miss, kan tinggal nyontoh aja.
 R : Iya bener, bermanfaat gak kegiatan tadi?
 S22 : Iya, Miss.
 R : Mudeng gak penjelasan Miss?
 S22 : Iya.
 R : Berarti kalo buat kartu ucapan pake bahasa Inggris dah bisa dong?
 S22 : Bisa dong.
 R : Sip, makasih ya galih.
 S22 : Oke.

Interview 52 (with the students after meeting 3 of cycle 2)

Day : Tuesday
 Date : November 13, 2013
 Time : 08.15 a.m.
 R: Researcher S7: Septian Eri

R : Eri, seru gak tadi pelajarannya?
 S7 : Seru banget , Miss (menunjukkan jempol)
 R : Serunya gimana?
 S7 : Asik miss, yang nempel-nempel itu, seneng aku miss.
 R : Oh ya, tertarik ya?
 S7 : He'e.
 R : Bermanfaat gak kegiatan tadi?
 S7 : He'e.
 R : Kalo yang buat kartu ucapan tadi Eri pinter ya? Bisa dihias-hias gitu, bagus.
 S7 : Iya miss, tadi aku gambar Doraemon.
 R : Iya bagus lho, berarti tau ya belajar apa, eh kalo besok bikin ucapan ulang tahun pake bahasa Inggris dah bisa ya?
 S7 : Bisa.
 R : Jadi mudeng ya belajar bahasa Inggris?
 S7 : Iya miss, asik.
 R : Makasih Eri.
 S7 : (Menunjukkan jempol)

Interview 53 (with the students after meeting 3 of cycle 2)

Day : Tuesday

Date : November 13, 2013

Time : 08.15 a.m.

R: Researcher S30: Indra

- R : Indra, belajar apa tadi?
 S30 : *Birthday* to miss, buat kartu ucapan.
 R : Tertarik gak sama permainannya? Yang nempel-nempel itu?
 S30 : Seru, miss.
 R : Seneng ya?
 S30 : Iya.
 R : Kenapa, Indra?
 S30 : Ya enak gak bosan.
 R : Tadi bisa ya bikin kartu ucapan.
 S30 : Iya bisa, kan gampang miss.
 R : Oh gitu, berarti besok kalo buat kartu ucapan pake bahasa Inggris bisa ya?
 S30 : Hehe, iya.
 R : Berarti tadi mudeng pas miss njelasin ya?
 S30 : Agak, aku kan di belakang.
 R : Oh iya, nambah kosakata bahasa Inggris ya?
 S30 : He'e.
 R : Ya udah makasih ya.
 S30 : Ya.

Interview 54 (with the students after meeting 3 of cycle 2)

Day : Tuesday

Date : November 13, 2013

Time : 08.15 a.m.

R: Researcher S5: Andika

- R : Hai Andika, seneng gak pelajaran hari ini?
 S5 : Seneng, Miss.
 R : Tertarik gak sama permainannya?
 S5 : Yang mana to miss.
 R : Tadi pas word puzzle itu, yang nempel-nempel jadi birthday card.
 S5 : Oh iya, seneng.
 R : Tertarik gak?
 S5 : He'e.
 R : Bagus gak gambar-gambarnya?
 S5 : Ya bagus.
 R : Kalo yang buat kartu ucapan andika bisa?
 S5 : Iya.
 R : Bisa ngerti ya penjelasan miss Isti?
 S5 : Iya bisa.
 R : Sip, makasih andika.

Interview 55 (with the students after meeting 3 of cycle 2)

Day : Tuesday
 Date : November 13, 2013
 Time : 08.15 a.m.
 R: Researcher S6: Viki

- R : Viki, senang gak belajar hari ini?
 S6 : Penak miss.
 R : Penak gimana?
 S6 : Ya senang main yang nempel-nempel tadi.
 R : Emang viki tadi ikut nempel?
 S6 : Ya sedikit, tapi aku senang miss, bagus.
 R : Viki bisa buat kartu ucapan?
 S6 : Bisa miss.
 R : Viki tau ya tema dan tujuan belajar hari ini?
 S6 : Iya Miss, itu buat happy birthday.
 R : Besok bisa gak kalo buat kartu lagi?
 S6 : Bisa miss.
 R : Tadi ngerti gak penjelasan miss?
 S6 : Ngerti, Miss.

Interview 56 (with the English teacher after meeting 3 of cycle 2)

Day : Tuesday
 Date : November 21, 2013
 Time : 17.00 a.m.
 R: Researcher T: Teacher

- R : Assalamu'alaikum.
 T : Wa'alaikumsalam...monggo mbak masuk, saya kira gak jadi kesini.
 R : Makasih bu, sehat aja kan bu?
 T : Alhamdulillah mbak.
 R : Ini bu, saya kesini mau tanya-tanya seperti biasa.
 T : Oh iya mbak, Bu Pur tanya oh mbak Isti udah terakhir ya? Iya ini udah terakhir. Trus bilang makasih pulpenya.
 R : Iya bu, sama-sama. Gimana bu, anak-anak sudah aktif ya bu?
 T : Iya mbak, sudah bagus, anak-anak itu kemarin protes kok gak permainan lagi bu? Gitu, ya saya bilangin gak permainan terus, sekarang kerjakan LKSnya lagi nanti ndak LKSnya gak dipake.
 R : Kemarin Selasa setelah saya selesai itu ya bu mereka protes gitu?
 T : Iya mbak, mbak datang itu bedalah ngajarnya dengan saya, anak-anak jadi tambah ilmu, mungkin kalo sama saya bosen to , suruh pake LKS, kan beda, kalo njenengan permainannya lebih kreatif to? Teka-teki atau apa, kelompokan, pake permainan macem-macem. Anak-anak itu pada senang lho mbak, yang kemarin itu contohnya, apa mbak yang nempel-nempel itu?
 R : Yang kemarin word puzzle bu.
 T : Oh kalo itu sih saya bisa, sebenarnya anak-anak juga pada lebih senang dan

- semangat, tapi waktunya itu lho , materinya harus habis.
- R : Berarti, semester dua jenengan akan ada penerapan juga ya?
- T : Ya mbak, di awal-awal paling, yang kemarin permainannya semua menarik gitu lho mbak, anak-anak jadi lebih antusias belajar bahasa Inggris.
- R : Iya ya bu, sering pada rebutan kalo mau maju praktek speaking misalnya.
- T : Ya tapi guru-guru itu menganggap kelas yang rame itu gak berhasil gitu, aku gak sukanya gitu, mereka menganggap garap lks trus meneng, padahal harusnya ya pake teknik-teknik apa gitu kan, kok rame sih bu, kata guru seperti itu, ya itu bu itu kan karena permainan, padahal kita kan karena praktek speaking juga to mbak.
- R : Ramenya karena antusias ya bu? Harapannya mereka kan semangat belajar..
- T : Iya mbak, karena antusias itu, trus juga kemarin yang menang dapet stiker itu kan mbak
- R : Pemberian reward itu cukup efektif ya bu?
- T : Iya, yang ular tangga itu pada semangat walaupun ngomongnya kadang masih lupa, harus diingetin, yang lain juga saling ngingetin.
- R : Iya bu gitu aja, trimakasih atas bantuannya selama ini, njenengan sudah banyak membantu.
- T : Sama-sama mbak, mbak juga jadi banti meringankan saya ngajar.
- R : Saya pamit bu, ini sepertinya mau hujan, berarti bisa dibilang hal sudah meningkat ya bu? Ini gak nambah lagi ya cyclenya? Mengingat waktu ujian segera tiba.
- T : Iya mbak, saya mereka sudah banyak peningkatan. Bedalah sama yang dulu.
- R : Monggo bu, assalamu'alaikum.
- T : Oh gitu aja mbak, iya wa'alaikumsalam.

Interview 57 (with the collaborator after meeting 3 of cycle 2)

Day : Tuesday
 Date : November 13, 2013
 Time : 09.00 a.m.
 R: Researcher C: Collaborator

- R : Mbak Sato, gimana menurutmu pembelajarannya hari ini?
- C : Gini ya Is, menurutku udah lebih baik dari kemarin-kemarin, pas pengelompokkan lebih efektif, permainannya lumayan
- R : Iya ya, yang lain menurutmu soal manajemen kelas gimana tadi?
- C : Mereka agak lupa juga peraturannya kan, tapi untungya permainan yang word puzzle bisa membuat mereka bias fokus, gak terlalu banyak trouble. Walaupun setelah itu agak kurang terkontrol waktu mereka satu-satu keluar cuci tangan.
- R : Iya soalnya kotor kena lem, tapi mereka nggarap semua di kelompoknya masing-masing. Waktunya gimana mbak?
- C : Sip, tiap stage dah dapet porsi waktu yang pas.
- R : Oh okey, trus posternya dan gambar-gambarnya menarik gak sih?
- C : Medianya udah lumayan, cukup membuat perhatian mereka waktu kamu jelasin itu , anak-anak merhatiin Is, sampe ada juga yang maju, ndeketin kamu, lucu juga.
- R : Hehe, gitu ya, aku tadi sengaja gak tak perhatiin biar dia gak makin jadi, itu tadi kan cuma caper, emm pembelajaran ini sudah sesuai dengan minat anak-anak secara umum?

- C : Sip deh, sticking itu cukup menarik untuk anak-anak, menurutku udah lebih baik untuk semuanya.
- R : Makasih ya sato.
- C : Oke, sama-sama.

APPENDIX F
OBSERVATION SHEET

OBSERVATION SHEET
The Teaching and Learning Process

Date : September 3, 2013
 Time : 07.00-08.10

Class : IV
 Observer: Erna Sulistyaningsih

No	Indicators	Description
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher creates learning environments where students are active participants. b. Teacher motivates students to learn in a safe, healthy and supportive environment. c. Teacher displays effective and efficient classroom management. d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class. 	<p>The researcher uses the song and game. That is good to make the students active. The students like it so much.</p> <p>The lyric of song should be written in the whiteboard first.</p> <p>The researcher doesn't manage time well. This makes some students still confused what to do in the game.</p>
2	<p>CLASSROOM ASSESSMENT AND REFLECTION</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 	<p>The researcher makes reflection in the end of the class.</p>
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher instructs the complex processes, concepts and principles 	<p>The classroom English are too much.</p> <p>Students are rather confused</p>

	<p>contained in state and national standards</p> <ul style="list-style-type: none"> b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts. 	<p>about the learning target in the beginning of lesson. But, the game help them.</p> <p>No text in this teaching.</p>
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms. 	<p>The materials are relevant with their daily life.</p> <p>Dialogues are written in the whiteboard first before the students practice.</p> <p>In the classroom, they borrow things or stationery from others. Most of students want to participate in the game.</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements 	<p>The materials are based on national curriculum.</p>

	standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. Student Characteristics: a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary.	The students are more understand about the things in the classroom because of the pictures that can be seen from the back.
--	--	--

OBSERVATION SHEET
The Teaching and Learning Process

Date : September 3, 2013
Time : 07.00-08.10

Class : IV
Observer: Satonah

No	Indicators	Description
1	LEARNING CLIMATE Teacher Characteristics: a. Teacher creates learning environments where students are active participants. b. Teacher motivates students to learn in a safe, healthy and supportive environment. c. Teacher displays effective and efficient classroom management. d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. Student Characteristics: a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class.	-Students are happy in playing game. -The class is so crowded. Use 'Hi' or 'horay'. Make them busy. -Some students make noisy and move when the researcher asks them to work in pairs. -The time management and classroom management!
2	CLASSROOM ASSESSMENT AND REFLECTION Teacher Characteristics:	

	<ul style="list-style-type: none"> a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 	<ul style="list-style-type: none"> -The reflection is too short. -The assessment of speaking hasn't been held.
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher instructs the complex processes, concepts and principles contained in state and national standards b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts. 	<ul style="list-style-type: none"> -The review of vocabulary is too short. The realia can be used. That's about things in the classroom, right? -The song is not successful, the lyric of song should be written.
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student poses and responds to 	<ul style="list-style-type: none"> -Students can be active in the groups because they read the rules of playing game.

	<p>meaningful questions.</p> <p>b. Student communicates knowledge and understanding in a variety of real-world forms.</p>	<p>- The class is still crowded.</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <p>a. Teacher demonstrates an understanding and in-depth knowledge of content to students.</p> <p>b. Teacher designs and implements standards-based courses/lessons/units using state and national standards.</p> <p>c. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>Student Characteristics:</p> <p>a. Student demonstrates knowledge.</p> <p>b. Student uses and seeks to expand appropriate content vocabulary.</p>	<p>-Some students have not shown their speaking in practicing.</p> <p>-In demonstrating the function, teacher can use realia in the classroom, and it is better to make the dialogue more real.</p>

Class : IV
Observer: Erna Sulistyaningsih

No	Indicators	Description
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <ol style="list-style-type: none"> Teacher creates learning environments where students are active participants. Teacher motivates students to learn in a safe, healthy and supportive environment. Teacher displays effective and efficient classroom management. Teacher effectively allocates time. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. <p>Student Characteristics:</p> <ol style="list-style-type: none"> Student accepts responsibility for his/her own learning. Student actively participates and is authentically engaged. Student collaborates/teams with other students. Student takes educational risks in class. 	<p>Yes. Teacher makes students active in game.</p> <p>The students are happy in the classroom, they seem to like the game.</p> <p>They know the rules of games and the activities are on time.</p>
2	<p>CLASSROOM ASSESSMENT AND REFLECTION</p> <p>Teacher Characteristics:</p> <ol style="list-style-type: none"> Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 	<p>Teacher and the English teacher assigned students.</p>
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <ol style="list-style-type: none"> Teacher instructs the complex processes, concepts and principles contained in state and national standards 	<p>The material is based on national standards.</p>

	<ul style="list-style-type: none"> b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts. 	<p>The teacher use more English. Teacher use game and media as the resources.</p> <p>In the end, students understand the materials.</p>
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms. 	<p>In the classroom, they borrow things or stationery from others.</p> <p>All students want to participate in the game.</p> <p>Most of students automatically practice speaking in the game.</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements standards-based courses/lessons/units 	<p>Yes. The activities make students remember the vocabulary of the materials.</p>

	<p>using state and national standards.</p> <p>c. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>Student Characteristics:</p> <p>a. Student demonstrates knowledge.</p> <p>b. Student uses and seeks to expand appropriate content vocabulary.</p>	<p>They can pronounce it in speaking. Although there are some students mispronounce they can memorize the vocabularies. It is good.</p>
--	---	---

OBSERVATION SHEET
The Teaching and Learning Process

Date : September 10, 2013
Time : 07.00-08.10

Class : IV
Observer: Satonah

No	Indicators	Description
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <p>a. Teacher creates learning environments where students are active participants.</p> <p>b. Teacher motivates students to learn in a safe, healthy and supportive environment.</p> <p>c. Teacher displays effective and efficient classroom management.</p> <p>d. Teacher effectively allocates time.</p> <p>e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool.</p> <p>Student Characteristics:</p> <p>a. Student accepts responsibility for his/her own learning.</p> <p>b. Student actively participates and is authentically engaged.</p> <p>c. Student collaborates/teams with other students.</p> <p>d. Student takes educational risks in class.</p>	<p>The time is managed. The management is good.</p> <p>All students are interested to play the game.</p> <p>The students are happy, but some are still noisy.</p>
2	<p>CLASSROOM ASSESSMENT AND REFLECTION</p> <p>Teacher Characteristics:</p>	

	<p>a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.</p>	<p>The researcher and the English teacher assigned students.</p>
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <p>a. Teacher instructs the complex processes, concepts and principles contained in state and national standards</p> <p>b. Teacher makes effective classroom discussions, questioning, and learning tasks.</p> <p>c. Teacher provides meaningful learning opportunities for students.</p> <p>d. Teacher integrates a variety of learning resources.</p> <p>e. Teacher shares with students learning intentions/targets and criteria for success.</p> <p>Student Characteristics:</p> <p>a. Student articulates and understands learning intentions/targets and criteria for success.</p> <p>b. Student reads with understanding a variety of texts.</p>	<p>Yes, based on national standards.</p> <p>Yes, discussion is effective.</p> <p>Meaningful learning from the game.</p> <p>Resources: various media and the students.</p> <p>Students' pronunciation is still low. Most of them could speak.</p>
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <p>a. Teacher designs learning opportunities that allow students to participate in empowering activities</p> <p>b. Teacher uses clearly multiple representations, examples and explanations.</p> <p>c. Teacher incorporates student experiences, interests and real-life situations in instruction.</p> <p>d. Teacher makes lesson connections to community, society, and current events.</p> <p>Student Characteristics:</p> <p>a. Student poses and responds to meaningful questions.</p>	<p>Yes. They are active.</p> <p>Most of students automatically practice speaking.</p>

	b. Student communicates knowledge and understanding in a variety of real-world forms.	
5	KNOWLEDGE OF CONTENT Teacher Characteristics: a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. Student Characteristics: a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary.	They can memorize the vocabulary

OBSERVATION SHEET
The Teaching and Learning Process

Date : September 17, 2013
 Time : 07.00-08.10

Class : IV
 Observer: Erna Sulistyaningsih

No	Indicators	Description
1	LEARNING CLIMATE Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher creates learning environments where students are active participants. b. Teacher motivates students to learn in a safe, healthy and supportive environment. c. Teacher displays effective and efficient classroom management. d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. Student Characteristics: <ul style="list-style-type: none"> a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class. 	<p>The teacher creates learning process so the children are active/ they work/ they think.</p> <p>The teacher motivates students although the students cannot read well.</p> <p>The teacher allocates time effectively.</p> <p>The students actively participate in the games.</p> <p>The students accept responsibility/ do the tasks.</p> <p>The students work in team/ in pair.</p>
2	CLASSROOM ASSESSMENT AND REFLECTION Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 	<p>The teacher gives tasks in games to know the students' ability.</p> <p>The teacher gives a paper for the students' task.</p>
3	INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher instructs the complex 	<p>The teacher instructs the tasks</p>

	<p>processes, concepts and principles contained in state and national standards</p> <p>b. Teacher makes effective classroom discussions, questioning, and learning tasks.</p> <p>c. Teacher provides meaningful learning opportunities for students.</p> <p>d. Teacher integrates a variety of learning resources.</p> <p>e. Teacher shares with students learning intentions/targets and criteria for success.</p> <p>Student Characteristics:</p> <p>a. Student articulates and understands learning intentions/targets and criteria for success.</p> <p>b. Student reads with understanding a variety of texts.</p>	<p>so the students are active to do the tasks (reading).</p> <p>The students understand what the teacher asked for them.</p> <p>The students read the directions and public notices.</p>
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <p>a. Teacher designs learning opportunities that allow students to participate in empowering activities</p> <p>b. Teacher uses clearly multiple representations, examples and explanations.</p> <p>c. Teacher incorporates student experiences, interests and real-life situations in instruction.</p> <p>d. Teacher makes lesson connections to community, society, and current events.</p> <p>Student Characteristics:</p> <p>a. Student poses and responds to meaningful questions.</p> <p>b. Student communicates knowledge and understanding in a variety of real-world forms.</p>	<p>All students actively participate in the activities.</p> <p>The teacher uses some examples in the form of pictures to explain direction.</p> <p>The students respond to the teacher's questions.</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <p>a. Teacher demonstrates an understanding and in-depth knowledge of content to students.</p>	<p>The teacher shows the pictures of public notices and directions added by written text.</p>

	<p>b. Teacher designs and implements standards-based courses/lessons/units using state and national standards.</p> <p>c. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>Student Characteristics:</p> <p>a. Student demonstrates knowledge.</p> <p>b. Student uses and seeks to expand appropriate content vocabulary.</p>	<p>The teacher designs the lesson by using pictures as the media and the games as the activities.</p> <p>The students fill and match to pictures and the direction signs.</p> <p>The students fill puzzle/crossword given by the teacher.</p>
--	---	---

OBSERVATION SHEET
The Teaching and Learning Process

Date : September 17, 2013
Time : 07.00-08.10

Class : IV
Observer: Fajriyatun N A

No	Indicators	Description
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <p>a. Teacher creates learning environments where students are active participants.</p> <p>b. Teacher motivates students to learn in a safe, healthy and supportive environment.</p> <p>c. Teacher displays effective and efficient classroom management.</p> <p>d. Teacher effectively allocates time.</p> <p>e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool.</p> <p>Student Characteristics:</p> <p>a. Student accepts responsibility for his/her own learning.</p> <p>b. Student actively participates and is authentically engaged.</p> <p>c. Student collaborates/teams with other students.</p> <p>d. Student takes educational risks in class.</p>	<p>There are noisy students when teacher is explaining.</p> <p>The researcher applies routines and patterns to deal the noisy students.</p> <p>Most of students actively participate in all games.</p> <p>There one student who doesn't want to involve. The researcher addressed him many times abut he does not involve.</p> <p>A boy also made a girl cries. And it is dealt by researcher in some minutes.</p>
2	CLASSROOM ASSESSMENT AND	

	REFLECTION Teacher Characteristics: a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.	The researcher checks the students work. The researcher made reflection in the end of lesson.
3	INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT Teacher Characteristics: a. Teacher instructs the complex processes, concepts and principles contained in state and national standards b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. Student Characteristics: a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts.	Yes Yes Yes. The media were various. The activities were more than three. All students finish the Crossword game well. They can do it. In pairs, there is a student who does not want to join.
4	INSTRUCTIONAL RELEVANCE Teacher Characteristics: a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events.	The Crossword game allow students participate Example clear Yes Yes, students learn about signs. In playing chain word game, some students do not

	Student Characteristics: a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms.	understand about the rule.
5	KNOWLEDGE OF CONTENT Teacher Characteristics: a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. Student Characteristics: a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary.	Yes Yes Yes Yes. In Crossword game. Yes, they mention other signs.

OBSERVATION SHEET
The Teaching and Learning Process

Date : October 1, 2013
 Time : 07.30-08.45

Class : IV
 Observer: Erna Sulistyaningsih

No	Indicators	Description
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher creates learning environments where students are active participants. b. Teacher motivates students to learn in a safe, healthy and supportive environment. c. Teacher displays effective and efficient classroom management. d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class. 	<p>Yes. Teacher uses song so the students touch the parts of body and say lyric of English.</p> <p>Teacher creates environment so students understand the material.</p> <p>Students understand teacher's command and do what teacher say.</p>
2	<p>CLASSROOM ASSESSMENT AND REFLECTION</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 	<p>Teacher/ researcher monitor the students' assessment.</p> <p>Teacher discusses with students to resume the lesson.</p>
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher instructs the complex processes, concepts and principles contained in state and national standards 	

	<ul style="list-style-type: none"> b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts. 	<p>Students understand vocabulary of parts of body. Students are helped to understand from the LCD monitor.</p>
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms. 	<p>Teacher has prepared the material do the students can understand the material.</p> <p>Students respond what are commanded by teacher, but only some students do not understand.</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements standards-based courses/lessons/units 	

	<p>using state and national standards.</p> <p>c. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>Student Characteristics:</p> <p>a. Student demonstrates knowledge.</p> <p>b. Student uses and seeks to expand appropriate content vocabulary.</p>	<p>Students demonstrate what are commanded by going to the front.</p> <p>Some students are enthusiastic to demonstrate the instructions.</p>
--	---	--

OBSERVATION SHEET
The Teaching and Learning Process

Date : October 1, 2013
Time : 07.30-08.45

Class : IV
Observer: Satonah

No	Indicators	Description
1	<p>LEARNING CLIMATE</p> <p>Teacher Characteristics:</p> <p>a. Teacher creates learning environments where students are active participants.</p> <p>b. Teacher motivates students to learn in a safe, healthy and supportive environment.</p> <p>c. Teacher displays effective and efficient classroom management.</p> <p>d. Teacher effectively allocates time.</p> <p>e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool.</p> <p>Student Characteristics:</p> <p>a. Student accepts responsibility for his/her own learning.</p> <p>b. Student actively participates and is authentically engaged.</p> <p>c. Student collaborates/teams with other students.</p> <p>d. Student takes educational risks in class.</p>	<p>The teacher makes students active in lesson.</p> <p>The teacher motivates students in a fun environment (song, games)</p> <p>The time is well managed.</p> <p>The students are active in games.</p>
2	CLASSROOM ASSESSMENT AND REFLECTION	

	Teacher Characteristics: a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.	Yes. The teacher interviews the students, collaborator, and the teacher.
3	INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT Teacher Characteristics: a. Teacher instructs the complex processes, concepts and principles contained in state and national standards b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. Student Characteristics: a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts.	Ya Yes. The games are meaningful to students. The students can reach the target of learning.
4	INSTRUCTIONAL RELEVANCE Teacher Characteristics: a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. Student Characteristics:	The researcher explains the rule of games. The teacher uses examples of how to respond in songs and in presentation stage.

	<ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms. 	<p>The students respond the instruction in Simon says. But some students can be managed not to make noisy in gaming. They get opportunity to go to the front.</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary. 	<p>V</p> <p>The pictures in monitor are presented to the students.</p> <p>The students are listening in games.</p>

OBSERVATION SHEET
The Teaching and Learning Process

Date : October 8, 2013
 Time : 07.00-08.10

Class : IV
 Observer: Erna Sulistyaningsih

No	Indicators	Description
1	LEARNING CLIMATE Teacher Characteristics: <ol style="list-style-type: none"> Teacher creates learning environments where students are active participants. Teacher motivates students to learn in a safe, healthy and supportive environment. Teacher displays effective and efficient classroom management. Teacher effectively allocates time. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. Student Characteristics: <ol style="list-style-type: none"> Student accepts responsibility for his/her own learning. Student actively participates and is authentically engaged. Student collaborates/teams with other students. Student takes educational risks in class. 	<p>Teacher creates fun atmosphere so it motivates students to be active. Teacher motivates students by conducting games.</p> <p>Teacher manages the time well. Students participate by participating and answering the teacher's question.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes. In School Board game.</p> <p>The students are willingly to speak in the front.</p>
2	CLASSROOM ASSESSMENT AND REFLECTION Teacher Characteristics: <ol style="list-style-type: none"> Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 	<p>Teacher uses games to practice and evaluate the students' speaking skill.</p>
3	INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT Teacher Characteristics: <ol style="list-style-type: none"> Teacher instructs the complex processes, concepts and principles contained in state and national 	<p>Teacher gives opportunity to students to practice their speaking with functions 'let's</p>

	<p>standards</p> <ul style="list-style-type: none"> b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts. 	<p>go to'.</p> <p>The students understand what are taught to them. The students are active after learning from the teacher's examples. The students practice on speaking in which they pretend to invite their friends to go to a place. Other students respond.</p>
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes.</p> <p>Yes</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. 	<p>Teacher uses pictures to introduce vocabulary about school.</p>

	b. Teacher designs and implements standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. Student Characteristics: a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary.	The students demonstrate their skill in the front.
--	--	--

OBSERVATION SHEET
The Teaching and Learning Process

Date : October 8, 2013
 Time : 07.00-08.10

Class : IV
 Observer: Riska Okta Pratiwi

No	Indicators	Description
1	LEARNING CLIMATE Teacher Characteristics: a. Teacher creates learning environments where students are active participants. b. Teacher motivates students to learn in a safe, healthy and supportive environment. c. Teacher displays effective and efficient classroom management. d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. Student Characteristics: a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class.	Yes. The classroom management is good. The teacher effectively allocates time. The students are active in learning.
2	CLASSROOM ASSESSMENT AND REFLECTION Teacher Characteristics:	Yes, the interaction of students in speaking is assessed by the researcher.

	<p>a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.</p>	
3	<p>INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT</p> <p>Teacher Characteristics:</p> <p>a. Teacher instructs the complex processes, concepts and principles contained in state and national standards</p> <p>b. Teacher makes effective classroom discussions, questioning, and learning tasks.</p> <p>c. Teacher provides meaningful learning opportunities for students.</p> <p>d. Teacher integrates a variety of learning resources.</p> <p>e. Teacher shares with students learning intentions/targets and criteria for success.</p> <p>Student Characteristics:</p> <p>a. Student articulates and understands learning intentions/targets and criteria for success.</p> <p>b. Student reads with understanding a variety of texts.</p>	<p>The researcher makes learning activity effectively by the game. But, more careful to use reward. It make the classroom little bit crowded but it can motivate the students to play the game.</p>
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <p>a. Teacher designs learning opportunities that allow students to participate in empowering activities</p> <p>b. Teacher uses clearly multiple representations, examples and explanations.</p> <p>c. Teacher incorporates student experiences, interests and real-life situations in instruction.</p> <p>d. Teacher makes lesson connections to community, society, and current events.</p> <p>Student Characteristics:</p> <p>a. Student poses and responds to</p>	<p>The game makes all students active in learning. They want to speak, but only some students need little motivation to utter.</p> <p>In the end of lesson, the students can respond the teacher's questions and can summary the lesson.</p>

	<p>meaningful questions.</p> <p>b. Student communicates knowledge and understanding in a variety of real-world forms.</p>	
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <p>a. Teacher demonstrates an understanding and in-depth knowledge of content to students.</p> <p>b. Teacher designs and implements standards-based courses/lessons/units using state and national standards.</p> <p>c. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>Student Characteristics:</p> <p>a. Student demonstrates knowledge.</p> <p>b. Student uses and seeks to expand appropriate content vocabulary.</p>	<p>The teacher explained clearly the material by modeling pronunciation and drilling the students.</p> <p>But be careful with the more Indonesian language.</p> <p>The words are delivered well to students by the pictures.</p>

OBSERVATION SHEET
The Teaching and Learning Process

Date : November 12, 2013
 Time : 07.00-08.10

Class : IV
 Observer: Erna Sulistyaningsih

No	Indicators	Description
1	LEARNING CLIMATE Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher creates learning environments where students are active participants. b. Teacher motivates students to learn in a safe, healthy and supportive environment. c. Teacher displays effective and efficient classroom management. d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. Student Characteristics: <ul style="list-style-type: none"> a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class. 	<p>Teacher creates learning environment where students are active participants.</p> <p>Teacher manages time well.</p> <p>The students accept responsibility by do the practice in games.</p> <p>The students actively participate.</p> <p>The students make birthday card.</p> <p>The students work in group well.</p>
2	CLASSROOM ASSESSMENT AND REFLECTION Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. 	<p>Yes</p>
3	INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher instructs the complex processes, concepts and principles 	<p>The teacher gives a piece of paper and small pieces of pictures to make a birthday card.</p> <p>The teacher instructs practices related to the</p>

	<p>contained in state and national standards</p> <ul style="list-style-type: none"> b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts. 	<p>birthday card.</p> <p>It is expected that the students are able to write birthday card.</p>
4	<p>INSTRUCTIONAL RELEVANCE</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events. <p>Student Characteristics:</p> <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms. 	<p>The teacher gives games about how to write birthday card in group and individually.</p> <p>The teacher designs the material so the students participate in the class.</p> <p>The teacher gives an example of how to write birthday card.</p> <p>The teacher and students sing the <i>Happy birthday</i> song related to the material.</p>
5	<p>KNOWLEDGE OF CONTENT</p> <p>Teacher Characteristics:</p> <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. 	

	b. Teacher designs and implements standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. Student Characteristics: a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary.	Yes. Yes Yes
--	--	----------------------------

OBSERVATION SHEET
The Teaching and Learning Process

Date : November 12, 2013
Time : 07.00-08.10

Class : IV
Observer: Satonah

No	Indicators	Description
1	LEARNING CLIMATE Teacher Characteristics: a. Teacher creates learning environments where students are active participants. b. Teacher motivates students to learn in a safe, healthy and supportive environment. c. Teacher displays effective and efficient classroom management. d. Teacher effectively allocates time. e. Teacher creates an environment where student work is valued, appreciated and used as a learning tool. Student Characteristics: a. Student accepts responsibility for his/her own learning. b. Student actively participates and is authentically engaged. c. Student collaborates/teams with other students. d. Student takes educational risks in class.	The teacher creates fun atmosphere in games. The teacher motivates students. The routines and patterns are good in classroom management. The noisy students can be dealt. The time is well managed. The students engage in games. The students work in group.
2	CLASSROOM ASSESSMENT AND REFLECTION	

	Teacher Characteristics: a. Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.	The teacher interviews the students, collaborator, and the teacher.
3	INSTRUCTIONAL RIGOR AND STUDENT ENGAGEMENT Teacher Characteristics: a. Teacher instructs the complex processes, concepts and principles contained in state and national standards b. Teacher makes effective classroom discussions, questioning, and learning tasks. c. Teacher provides meaningful learning opportunities for students. d. Teacher integrates a variety of learning resources. e. Teacher shares with students learning intentions/targets and criteria for success. Student Characteristics: a. Student articulates and understands learning intentions/targets and criteria for success. b. Student reads with understanding a variety of texts.	Yes. The games are meaningful to students. The resources are pictures, poster, and students. All students understand the material shown by their works.
4	INSTRUCTIONAL RELEVANCE Teacher Characteristics: a. Teacher designs learning opportunities that allow students to participate in empowering activities b. Teacher uses clearly multiple representations, examples and explanations. c. Teacher incorporates student experiences, interests and real-life situations in instruction. d. Teacher makes lesson connections to community, society, and current events.	The teacher groups students to make them active. The material is suitable with their real-life.

	Student Characteristics: <ul style="list-style-type: none"> a. Student poses and responds to meaningful questions. b. Student communicates knowledge and understanding in a variety of real-world forms. 	Yes, in birthday card project.
5	KNOWLEDGE OF CONTENT Teacher Characteristics: <ul style="list-style-type: none"> a. Teacher demonstrates an understanding and in-depth knowledge of content to students. b. Teacher designs and implements standards-based courses/lessons/units using state and national standards. c. Teacher uses and promotes the understanding of appropriate content vocabulary. Student Characteristics: <ul style="list-style-type: none"> a. Student demonstrates knowledge. b. Student uses and seeks to expand appropriate content vocabulary. 	<p>It is based on national standard.</p> <p>Words are presented by using pictures.</p> <p>Yes</p>

APPENDIX G
PHOTOGRAPHS

PHOTOGRAPHS

Teaching and learning process



The students pay attention to the flashcards media.



The students play fun learning activities although the time is over



The students play enthusiastically Things-in-the-middle game.



The students play Crossword game actively.



The students follow the teacher in reading the signs.



The students listen to procedure of the fun learning activity.



Boys are asked to hand around handout to their friends.



Students listen to the procedure of School Board game given by teacher.



The students do the School Board Game Activity



The students do the Simon Says activity enthusiastically.



The Students join in the Birthday Ransom game.



The media of things-in-the-middle game



The media of Chain Word game



A Puppet in Simon game



The media is used in Versus game



The video section of Parts of Body



The active student get reward

APPENDIX H

PRESENCE LIST

**PRESENCE LIST OF THE GRADE FOUR OF SD N NGRINGIN IN THE ACADEMIC YEAR OF
2013/2014**

No	Name	M1	M2	M3	M4	M5	M6
1	Galih Onggo Restu	√	√	√	√	√	√
2	Agus Hermansyah	√	√	√	√	√	√
3	Iman Aditama	√	√	√	√	√	√
4	Anggun R.	√	√	√	√	√	√
5	Andika Bagus W.	√	√	√	√	√	√
6	Viqi M. Albani	√	√	√	√	√	√
7	Septian Eri S	√	√	√	√	√	√
8	Adinda Yuni L	√	√	√	√	√	√
9	Alfiatus Sa'diyah	√	√	√	√	√	√
10	Alvino Rangga S	√	√	√	√	√	√
11	Annisa Nurul F.	√	√	√	√	√	√
12	Amir Saifudin	√	√	√	√	√	√
13	Arif Rahman Hakim	√	√	√	√	√	√
14	Astuti Kumala Dewi	√	√	√	√	√	√
15	Claudia Gilang W.	√	√	√	√	√	√
16	Dimas Aji Gemilang	√	√	√	√	√	√
17	Elsa Rahma	√	√	√	√	√	√
18	Fadhila S.	√	√	√	√	√	√
19	Febriana Wahyu W.	√	√	√	√	√	√
20	Mita Nur Azizah A.	√	√	√	√	√	√
21	M. Nurwahyu S.	√	√	√	√	√	-
22	Novananda Galih R.	√	√	√	√	√	√
23	Putri Lestari	√	√	√	√	√	√
24	Riski Nurhuda	√	√	√	√	√	√
25	Rian Aji Gemilang	√	√	√	√	√	√
26	Riski Ardian P.	√	√	√	√	√	√
27	Rista Wahyu H.	√	√	√	√	√	√
28	Shapadella Malika P.	√	√	√	√	√	√
29	Shafa Dewi A.	√	√	√	√	√	√
30	Walindra Setiawan	√	√	√	√	√	√
31	Wulansari	√	√	√	√	√	√
32	Yeremia Feri Krisdianto	-	√	√	-	√	√
33	Tasya Natasya Furima	-	-	-	√	-	√

APPENDIX I

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0818/UN.34.12/DT/IX/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

4 September 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING THE QUALITY OF ENGLISH TEACHING AND LEARNING PROCESS BY USING FUN
LEARNING ACTIVITIES AT THE GRADE FOUR OF SD N NGRINGIN IN THE ACADEMIC YEAR OF
2013/2014***

Mahasiswa dimaksud adalah :

Nama : ISTI HARDIYANTI
NIM : 08202241058
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September-November
Lokasi Penelitian : SD N Ngringin

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / V/ 6693 / 9 /2013

Membaca Surat : KASUBBAG PENDIDIKAN FBS.
UNIVERSITAS NEGERI YOGYAKARTA

Nomor : 0818/UN.34.12/DT/IX/2013

Tanggal : 04 SEPTEMBER 2013

Perihal : PERMOHONAN IJIN PENELITIAN

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwa-kilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

DIIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : ISTI HARDIYANTI

NIP/NIM : 08202241058

Alamat : UNIVERSITAS NEGERI YOGYAKARTA

Judul : **IMPROVING THE QUALITY OF ENGLISH TEACHING AND LEARNING PROCESS BY USING FUN LEARNING ACTIVITIES AT THE GRADE FOUR OF SD N NGRINGIN IN THE ACADEMIC YEAR OF 2013/2014**

Lokasi : KABUPATEN SLEMAN

Waktu : 05 September 2013 s/d 05 Desember 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 05 September 2013



Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 BUPATI SLEMAN C.Q BAPPEDA SLEMAN
- 3 DINAS PENDIDIKAN
- 4 SDN NGRINGIN
- 5 UNIVERSITAS NEGERI YOGYAKARTA
- 6 YANG BERSANGKUTAN



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2922 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/Reg/V/6693/9/2013 Tanggal : 05 September 2013
Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : ISTI HARDIYANTI
No.Mhs/NIM/NIP/NIK : 08202241058
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalng. Yogyakarta
Alamat Rumah : Pakurejo, Kec. Bulu, Temanggung, Jateng
No. Telp / HP : 081802630516
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING THE QUALITY OF ENGLISH TEACHING AND LAERNING
PROCESS BY USING FUN LEARNING ACTIVITIES AT THE GRADE FOUR
OF SD N NGRINGIN IN THE ACADEMIC YEAR OF 2013/2014**
Lokasi : SD N Ngringin
Waktu : Selama 3 bulan mulai tanggal: 05 September 2013 s/d 05 Desember 2013

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 12 September 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina. IV/a
NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Depok
6. Kepala SD N Ngringin, Depok
7. Dekan Fak. Bahasa & Seni UNY
8. Yang Bersangkutan